



KS4 National/Foundation Skills Challenge Certificate (Welsh Baccalaureate) Principal Moderators' Report January 2024

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

Entry numbers for January 2024 series were lower than January 2023 series for all components, apart from the Community Challenge. The Enterprise and Employability Challenge saw 72 Centres enter 9,194 candidates, while 71 Centres entered 8,439 candidates for the Global Citizenship Challenge. The Community Challenge remains the Challenge component that Centres are omitting due to the specification amendments, with 3,174 candidates entered for the January series from 28 Centres. Entry numbers for the Individual Project remain very low for a January series, with only 710 candidates from 10 Centres submitted this year. With entry numbers being so low, there will not be a Principal Moderator Report on the Individual Project component for this series.

Controlled Assessment

Centres are reminded that the [revised specification](#) introduced in November 2022 outlines the controlled assessment criteria now required for the qualification. This series saw a minority of Centres still following out-dated criteria, which must be addressed. Controlled assessment hours for tasks within both the Enterprise and Employability Challenge and the Global Citizenship Challenge have been revised from previous specifications, and these hours must be adhered to and reflected in the Time Logs kept by candidates.

Updated Candidate Assessment Booklets across all components have been produced for the summer 2024 series. They contain a candidate and assessor declaration that only permissible use of AI has been used in the production of any evidence. These revised Candidate Assessment Booklets must be used for summer 2024 series, and all subsequent series thereafter. The new documentation can be found on Portal (previously called the Secure Website).

Internal Standardisation and Moderation

It is most important that thorough internal standardisation and moderation processes are followed as part of the moderation cycle for Centres. Once again, this series saw several Centres where mark adjustments were applied to different assessors within a Centre, most noticeably where entire teams of assessors were new assessors to the qualification. WJEC have numerous presentations by the Principal Moderator's on Portal to aid with the internal standardisation process, and in understanding the requirements of accurately applying the assessment grid. [Regional Support Officers](#) are also available to support new coordinators within Centres in understanding standards of assessment.

Submitting Marks

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.

Submitting Work using E-Submission

The upload of candidate evidence was well managed by all Centres. The organisation of candidates' evidence within the uploaded folders continues to be an issue in some cases. 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 \(wjec.co.uk\)](https://www.wjec.co.uk)

Individual Project

As entry numbers were only 10 Centres for this component, there will be no Principal Moderator's report for the Individual Project for January 2024.

Enterprise and Employability Challenge

General Comments

There was clear evidence that several Centres are taking time to select and use a range of Briefs that are suitable and can be implemented within the school setting. Where Centres are giving the candidates some choice over the Briefs they use there is the opportunity for greater creativity and ownership. Some of the evidence presented showed that candidates had fully engaged with the Challenge and were able to complete each of the required tasks to provide the necessary evidence across all Learning Outcomes.

As mentioned in the Summer 2023 report there are some Centres that are making positive use of the Candidate Booklets provided by WJEC. However, many Centres are continuing to use their own 'booklets' with additional prompts, leading questions and limiting templates, restricting candidates in the evidence they are producing. In the January 2024 series there has been evidence of a lot of teaching and learning prompts being submitted as part of the Controlled Assessment work which is not permissible. In a few Centres the Candidate Booklets have been poorly used by Candidates and this has resulted in the tasks appearing to be very disjointed.

As highlighted in the previous Principal Moderator report there were a number of booklets that had not been fully completed and candidates did not provide any additional supporting material as evidence. It is important that candidates understand how tasks link together so that they have a full understanding of the Challenge. The Skills Audits and Letter of Application (Task 1) should link to the role that the Candidate then carries out in the Enterprise Challenge itself (Task 2) which is then showcased in the Pitch (Task 3) and then finally reflected upon (Task 4).

Many candidates continue to make use of tools such as CANVA, Google Slides Presentations, Padlets and Jamboards to show evidence of collaboration and creativity and this is encouraging to see and provides good evidence of Creativity.

There are still issues that need to be addressed with the administration involved in uploading the work to Surpass, despite this being highlighted in previous Principal 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 or one full document before uploading the folder.

Internal standardisation within some Centres remains a strength of this component. However, there was less evidence of internal standardisation in this series. 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 Portal to assist Centres with this process.

Learning Outcome 1 – Be able to apply Creativity and Innovation

Strengths

- In Centres where ideas generation had taken place both individually and in groups there were multiple ideas identified and these ideas were assessed for their strengths and weaknesses. This is seen as good practise.
- The SWOT task as mentioned in previous reports remains a strong aspect of this Learning Outcome, and most candidates included justifications for the chosen idea.
- Where candidates decided as a group their top three or four ideas and considered in detail the strengths and weaknesses of their ideas there was a better opportunity for reflection of the process involved in developing a new concept. This is a vital component of this Learning Outcome.
- The development of a logo as part of Task 2 is providing further evidence of creativity. Some candidates are using this to brand their product or service, and many have considered packaging, colour palette, typography, websites, and social media - all with the target audience in mind. This is encouraging to see.

Areas for Improvement

- Task 2a requires individuals to undertake research of the Challenge Brief and develop their own ideas for a product or service to put forward to the team and this process can be evidenced in the minutes of meetings. Evidence of this has been rarely seen in this moderation series and is certainly worth further consideration in Centres.
- The most successful Enterprise Challenges provided examples of the development of an idea which was clearly selected and included sketches at different stages to evidence the process. This was a weakness in this moderation series and was only evident in work submitted by a minority of Centres. Candidates are not being assessed on their artistic ability, but the creative process of idea development, which is required to achieve the higher bands.
- Whilst the task doesn't require candidates to invent a brand-new concept, combination and development of ideas as well as imagination and initiative are 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. This continued to be an area of weakness in this series for many Centres.
- The reflection of the Learning Outcome is often a description of what happened rather than a balanced evaluation of the process involved in developing a new concept. This continues to be a weakness in many Centres and should be an area for further focus.

Learning Outcome 2 – Understand Personal Effectiveness

Strengths

- The use of a skills audit to analyse skills and identify skills that need improvements was a strength in this moderation series. The most successful candidates revisited the skills audit at the end of the process to identify improvements and develop the reflection.
- The letter of application continues, overall, to be well written detailing personal skills that are applicable to roles within an Enterprise team. For Level 1 candidates it is appropriate to give further support framework for this. Where a CV was also included this strengthened evidence of where personal skills were being identified.
- Where candidates are using their personal skills audits to choose the most appropriate team to work with, there is better evidence of personal skills matching appropriate team roles and responsibilities. Where team skills are then considered this helps to ensure that candidates can contribute their best when working collaboratively.

- It continues to be challenging in some Centres to see clearly what candidates had done to carry out their role. However, as mentioned in previous Principal Moderator reports annotations from the assessor continue to be very helpful. Some group work can look impressive, but not all members of the team will have contributed equally. Annotation from the assessor who is in the classroom, shared with the moderator who is evaluating the Centres ability to apply the assessment criteria, continues to be good practice and valuable during the moderation process.

Areas for Improvement

- As mentioned in the June 2023 report auto generated skills audits can be used, however, candidates are still providing extensive screenshots of every page to evidence this has been carried out. This is not required. Some Centres used the auto generated skills audits as the only evidence provided without any analysis of the strengths and weaknesses. The Enterprise Catalyst tool was poorly used by candidates in some Centres, with computer generated analysis being submitted and assessed in Band 3 and 4.
- The evidence of meetings being carried out between team members continues to be a weakness in this moderation series. Minutes are a valuable way to be able to provide evidence of Personal Effectiveness. It is important that a minimum of three meetings are carried out. Templates can be used to evidence the discussions that have taken place between team members, using the one in the Candidate Booklet, or candidates can create these templates themselves, to suit their needs or access a wide range of templates available electronically.
- Candidates should be bringing ideas and points to discuss to the meetings and individual candidates should be named in the minutes with dates and notes showing clearly what needs to be actioned by each member of the team. It is important that candidates then carry out what is actioned to them and can evidence what they have completed. 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 is an area to focus on to improve the evidence produced for this Learning Outcome.

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

Strengths

- For many Centres this continues to be the strongest Learning Outcome. Where Centres encourage candidates to create a Visual Display in the form of a presentation and include a written script or speaker notes, mood board, photographic evidence etc this helps to support both this Learning Outcome as well as providing evidence of a candidate's individual role and responsibility. This can also provide evidence of Personal Effectiveness and Creativity.
- Many Centres are now providing a useful comment on the Confirmation Statement which can help to justify how marks have been awarded for this Learning Outcome.
- The concept of the 5 P's is clearly being covered effectively in many teaching and learning programmes as there is good evidence of aims, objectives and details of the product, price, target market and promotional materials being included in the evidence provided by candidates. Higher band achievers used spreadsheets with charts to represent their findings and to display their costs. Some candidates are also making good use of digital skills to promote products and services and creativity is clearly demonstrated using social media accounts, short advertisements, and websites.

Areas for Improvement

- Some Centres are continuing to omit any evidence of a Pitch as part of Task 3. The Visual Display, supported by a script, prompt cards, photographic evidence etc. is a requirement of this Learning Outcome. Many Centres are providing a Confirmation Statement to say that a Pitch has taken place, but the candidate is not providing any evidence to support this. The Confirmation Statement on its own is not sufficient evidence. This was highlighted in the previous Principal Moderator report.
- To achieve the higher band for Learning Outcome 3, candidates need to show a well-structured and creatively developed Visual Display. This is an area where candidates should take the opportunity to show further creativity. In this series there were many examples of work being repeated from Task 2 and so no real creativity was present. Candidates should be encouraged to explore a range of apps or software to create engaging Visual Displays that will capture the attention of their audience e.g. Prezi, Canva, Slidesgo.
- Finance/Cost analysis remains the weaker area in the Visual Display with candidates not researching costs correctly or producing unrealistic figures for materials or services.

Global Citizenship Challenge

General Comments

There continues to be clear evidence that Centres are providing a wide and comprehensive range of global issues for candidates to consider, providing them with worthwhile opportunities to understand and respond appropriately to these global issues. This includes, but is not limited to, inequality and the impact of poverty, litter and plastic pollution, fair trade, as well as cultural diversity etc. Overall, candidates engage well with these global issues. However, there were notable discrepancies in adherence to the assessment requirements, particularly regarding the source pack, as well as the depth of Critical Thinking and Problem-Solving evident in Learning Outcome 1.

Centres are reminded to ensure compliance with the updated requirements for the Challenge, specifically regarding the inclusion of four sources only, as detailed in the ['Managing Assessment: Teacher Handbook 2.'](#) In a number of Centres, candidates are still referring to 6 sources, including 2 of their own. It is also imperative that Centre use the newer format Candidate Assessment booklets, which incorporate the revised time controls. A number of Centres are using previous versions which stipulate different time controls for these Tasks.

Many Centres are now amending and adapting the Candidate Booklets, which is effective in enabling candidates to change the layout of the booklet to suit their needs. Some Centres however continue to upload booklets and work in a haphazard fashion, and it would facilitate the moderation process if work was organised into either clearly labelled folders or single documents arranged by Task. This includes incorporating the source pack, as well as candidate's annotations, which can provide evidence of Critical Thinking and Problem-Solving skills.

In this series, many candidates' final outcomes had been produced digitally e.g. posters and presentations. Where this was successful (and is to be encouraged), candidates had provided working links to their outcomes, which enabled the moderator to view design features such as animations, colour, transitions etc. These showcased candidates' creativity and innovation in a way that providing a black and white copy of the slides cannot.

In this series there was better evidence of internal standardisation. However, this remains an area of development for a minority of Centres, who must ensure that a robust internal standardisation process is implemented in order to ensure that all assessors understand the requirements of each Learning Outcome and assess accordingly.

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

Strengths

- The majority of candidates demonstrated that they could form a personal opinion on the global issue studied, as well as summarise and justify this within their Personal Standpoint. Where this had been done effectively, candidates were also able to refer to their class discussion which enabled them to identify, consider and use a variety of viewpoints.
- Many candidates were able to identify, develop and analyse information from the source pack, including the credibility of the sources.

Areas for Improvement

- Centres must include the source packs within the work uploaded for each candidate. The source pack, with its annotations, provides evidence of Critical Thinking and Problem-Solving. Where this is not submitted, or candidates have not gone through the process of considering a variety of facts and opinions from a range of sources, their capacity to review their ability to apply these skills can be limited.
- Candidates must ensure that they keep to the controls of the Task and write their Personal Standpoint within the maximum word count of 800 words. Where candidates significantly exceed this, it limits their efficiency for this Task.
- When writing the reflection for this Learning Outcome candidates should focus on the use and development of their Critical Thinking and Problem-Solving skills, rather than recount the processes that they undertook.

Learning Outcome 2 – Be able to apply Creativity and Innovation

Strengths

- Candidates, in general, use SWOT analysis well as an appropriate evaluation tool to effectively assess and compare the strengths and weaknesses of their ideas. This is used well in justification for selecting their final raising awareness outcome.
- The majority of candidates select a feasible and realistic outcome which they are able to develop, produce and implement.

- Candidates' reflections for this Learning Outcome continue to be mostly well-reasoned. This is particularly so where candidates have applied their creative and innovative skills in several steps: generation of ideas, consideration of strengths and weaknesses, selection and justification of one idea to take forward, as well as several stages of development before producing their final outcome.

Areas for Improvement

- To maximise their Creative and Innovative skills candidates must go through a process of generating as many ideas as they feasibly and realistically can for their raising awareness outcomes. This is an important first step, prior to completing a SWOT analysis of a smaller or narrowed down range of appropriate ideas.
- Assessment of the development of candidate's ideas remains inconsistent. Candidates must demonstrate several stages of developing their idea in order to achieve marks into the higher Bands. A draft version and a final outcome is not sufficient in order to be awarded marks into Band 4.

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

Strengths

- The majority of candidates show a good understanding of the global issues studied through their Personal Standpoints, as well as their outcomes.
- Most candidates are able to make reference to PESTLE factors. Where this is done effectively candidates are able to apply this knowledge and understanding to their Personal Standpoint, demonstrating their understanding of the global issue.
- There is evidence of a range of creative and innovative outcomes, both digital and hand made. Where this is most effective candidates have used their imagination and initiative, as well as several stages of development, to produce high-quality outcomes.

Areas for Improvement

- The class discussion can be a valuable tool to aid candidates understanding of the global issues studied. Where this is not included as evidence within the sample uploaded, or has not taken place, candidates may not develop their understanding of alternative opinions and arguments as comprehensively.

- Annotation of the source pack can provide candidates with the tools to identify and analyse PESTLE factors. Where this is not included many candidates do not make reference to PESTLE factors within their Personal Standpoints, which limits marks into the higher Bands.
- A minority of Centres are reminded of the need for candidates to produce their final outcome e.g. T-shirts or merchandise which have been designed, but not produced, or fund-raising activities which have not taken place, do not demonstrate that candidates have implemented a final realistic and feasible outcome.
- A minority of Centres continue to over-assess the quality of the final outcome e.g. presentations which include copy and pasted text from the internet, without any of the candidate's own input, or appreciation of audience and purpose, can restrict the quality and suitability of the final outcome.

Community Challenge

General Comment

Evidence showed that several Centres were able to provide purposeful and valuable activities which provided opportunities for candidates to show the necessary independence and responsibility to achieve the highest band marks. The evidence presented showed that candidates had engaged with the Challenge and were able to complete each of the necessary tasks to provide sufficient evidence across all Learning Outcomes.

Centre planning remains key to ensure that the Community Challenge is a success and careful consideration is needed on how chosen briefs can be implemented within the individual school's setting. The vast majority of Centres chose a suitable brief however the way they are implemented by a small number did not provide candidates with sufficient opportunity to produce the necessary evidence for each of the Learning Outcomes. When the 'doing' aspect is insufficient either in time or complexity it hinders the candidates' ability to present detailed and effective planning and can also impact the Participation Record element. Once again those choosing to adopt a Coaching or Neighbourhood Enhancement Brief tended to be more successful during this series. Some Centres choosing to follow a Social Welfare Brief tended to be too focused on the raising awareness or fundraising with insufficient time allocated to actively supporting their chosen charity.

Many Centres provided appropriate and relevant annotation and the most accurate assessment was seen by Centres when all criteria of the Learning Outcomes were clearly applied to the evidence. Centres are reminded that only the evidence presented by candidates can be considered for assessment. Providing a copy of the Challenge Briefs used by the Centre assist with the moderation process and so Centres are encouraged to ensure they are included with at least one candidates' evidence.

Learning Outcome 1 – Be able to apply Planning and Organisation

Strengths

- The most successful work began with a clear and focused Brief allowing candidates to present appropriate and realistic aims and objectives that were relevant to the work undertaken. The strongest candidates presented planning which clearly related to what they intended to do during the 'doing' aspect of the Challenge as opposed to focusing on the preparation alone. This allowed for more detailed and effective planning allowing candidates to access higher band marks.

- There were very strong examples of lesson plans with Coaching Briefs and candidates were able to show clear evidence for monitoring and development as they revised plans between deliveries when asked to repeat sessions more than once or reflected and adapted ideas when teaching over a longer period of time.
- Some good evidence was also seen in relation to the Neighbourhood Enhancement briefs, with some candidates presenting detailed and effective planning for what they intended to do in order to improve their chosen areas as well as the use of annotated photographs before, during and after the work to provide evidence of implementation.
- The most effective evidence of monitoring and development was seen through detailed Participation Records where candidates would refer to the strengths and improvements made when showing how they personally contributed to the implementation of their plan.
- Strongest candidates referred clearly to the planning process within their reflection indicating why their planning was successful or what areas they could improve.

Areas for Improvement

- Where planning was poorly completed candidates tended to focus on the preparation with little consideration for what they intended to do during the activity itself. Centres are reminded that the planning and organisation must focus on how candidates intend to deliver their chosen activity as opposed to the evidence they plan to collect as part of their Personal Digital Record. When the Brief lacked a clear focus or the activity didn't provide a 'doing' activity with sufficient time or responsibility, candidates were unable to show detailed planning and restricted the marks available.
- When opting to complete a Social Welfare challenge Centres are encouraged to look closely at the Challenge Briefs which outline the time which can be allocated to various activities. When incorrectly implemented candidates are unable to provide sufficiently detailed planning for the higher band marks as the candidates will often focus solely on the raising awareness or fundraising tasks.
- Some candidates continue to describe the activity as opposed to provide evaluative comments on the planning process itself which again hinders the marks available.

Learning Outcome 2 – Understand Personal Effectiveness

Strengths

- The skills audit and its analysis remain a strength across Centres with those candidates achieving highest band marks providing a detailed analysis along with a plan for improvement linked to the "doing" aspect of the Challenge. This also provided candidates with a clear focus when reflecting on their skills following the activity itself.
- Those with a detailed Participation Record in which they clearly documented the implementation of their plan were able to demonstrate effective performance of own role and responsibilities during the activity as they included commentary and/or evaluations of what they did throughout the Community hours.

- The reflection for this Learning Outcome tends to be stronger than Learning Outcome 1. Use of examples to illustrate and justify how they applied and developed the skills allowed candidates to reach the higher bands.

Areas for Improvement

- Presenting a computer-generated skills audit alone didn't allow candidates to assess the "strengths and weaknesses of personal and team work skills relevant to the Challenge". In some instances, candidates provided generic plans for improvement which had no relation to their chosen activity which tended to be limited or basic in nature.
- Descriptive reflections where candidates merely identify the skills tended to be limited or basic only.

Learning Outcome 3 – Be able to participate in a Community Challenge.

Strengths

- When a well-defined brief was provided, candidates were able to show consideration of the purpose and benefit of the activity, usually in the form of an introduction to the Personal Digital Record. Those reaching the higher marks would identify the purpose and benefit of the activity in relation to their chosen community.
- Most candidates were provided with the opportunity to complete sufficient hours carrying out the 'doing' aspect of the Challenge through working with or in the community and the evidence showed good engagement in the activities undertaken.
- Most Centres provided a confirmation statement for each candidate, and many included valuable supportive comments as well as choosing the statement that best reflected the candidates' performance during the 'doing' aspect of the Challenge.
- The Participation Record is a key element of the Personal Digital Record where candidates document the implementation of their plan and show what they personally did during the 'doing' aspect of the Challenge. The strongest evidence showed candidates collating and organising their evidence creatively and individually with good use of annotated photographs and digital diaries seen across Centres.
- The most effective use of candidate booklets was seen where Centres encouraged candidates to personalise it and create their own Personal Digital Record of the Challenge.

Areas for Improvement

- In a minority of cases the consideration of purpose and benefits was very generic across candidates and Centres are reminded that this element should be completed individually. Candidates are not required to describe the meaning of a community in general or explore the various communities open to them as this isn't included as part of the assessment criteria.
- In some cases, a confirmation statement was provided by the Centre but was completed incorrectly. The assessor would choose all or none of the statements as opposed to the one that best reflected the candidates' performance during the 'doing' aspect of the Challenge.
- The Participation Record is a key element of the Personal Digital Record as it is a source of evidence for each of the Learning Outcomes. In a minority of instances candidates focused on documenting their preparatory tasks as opposed to what they did during the 'doing' aspect of the Community Challenge. Centres are reminded that the record of participation should be collated by the candidate individually and generic photographs or videos are not sufficient for higher band marks.
- Although candidate booklets are a useful way of providing clear structure for candidates to present their evidence, some Centres added additional structure which hindered candidates' ability to demonstrate their digital literacy skills and develop their Personal Digital Record in a creative manner. When the centre provides too much structure the candidates are unable to reach the higher band marks as they are not able to show effective organisation, storage, and management in how they collate their evidence individually.
- In a minority of instances Candidates presented handwritten evidence which didn't provide an opportunity for them to demonstrate their digital skills which is a key element of this Learning Outcome and so hindered the marks available.

