



# **National/Foundation Skills Challenge Certificate (Welsh Baccalaureate) Principal Moderators' Report January 2023**

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

As Centres continue on the path to pre-2020 practices, entry numbers for the Enterprise and Employability Challenge and the Global Citizenship Challenge returned to be closer to pre-pandemic levels. 10,770 candidates were entered for the Enterprise and Employability Challenge, with 9,815 candidates entered for the Global Citizenship Challenge. However, it is still the Community Challenge that remains the Challenge that centres are omitting due to the amendments in place for awarding in summer 2023, with only 2,566 candidates entered. Entry numbers for the Individual Project remain very low for a January series, with only 1,340 candidates from 10 centres. With entry numbers being so low, there will not be a Principal Moderator Report on this component for this series.

## Controlled Assessment

Revised controls for assessment continue under the adaptations for 2022-2023. The pitch element of the Enterprise and Employability Challenge has been re-introduced for 2022-2023, and Centres are once again required to upload the evidence of this element of the Challenge having been completed, including Centre Confirmation Statements if completed during the 2022-2023 academic year. 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.

## Internal Standardisation and Moderation

It is most important that thorough internal standardisation and moderation processes are re-introduced as part of the moderation cycle for Centres. This series there were 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 the Secure Website 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. However, this series did see some Centres requesting extensions to submit marks beyond the deadline date, due to extenuating circumstances.

## 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/e-submission)

## 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 2023.

# Enterprise and Employability Challenge

## General Comments

Centres are to be commended for adopting and implementing the Candidate Booklets provided by WJEC. This supported Candidates to 'store and showcase' their evidence in a logical and structured way. However, there are a few Centres continuing to use their own 'booklets' which include prompts, leading questions and limiting templates, restricting learners in the evidence they are producing. Alongside the WJEC candidate booklet that has been provided as a structure, candidates should be encouraged to add their own additional pages of evidence and showcase their creativity. 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.

The administration practices during this series varied, with a number of Centres using assessment documentation that required updating. Although much improved, there is still an issue with the administration and uploading the work to Surpass for some Centres, despite this being mentioned in previous centre moderator reports. For these Centres, there were a number of documents submitted per candidate, which can hinder the moderation process when not labelled in an adequate manner.

As stated in the previous Principal Moderator report, Centres should be aware that the adaptations for the Enterprise and Employability Challenge have now changed for 2022-2023. Documentation can be found on the WJEC Secure Website under the heading '2022-2023 National/Foundation' in a zip folder labelled 'Welsh Bacc 2022-2023 Documents'. For Task 3, it is a requirement that the pitch is now once again included and should be supported with the appropriate completed confirmation statement. Evidence of the actual pitch must also be provided, with some Centres this series, one or both of these requirements were missing from candidates submitted work.

The standardisation across Centres remains a strength of this component, however for a minority this is still 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.

## **Learning Outcome 1 – Be able to apply Creativity and Innovation**

Ideas generation was successful across most Centres this series, with multiple ideas identified, whilst assessing strengths and weaknesses. However, some ideas were not realistic, feasible or effective, and as a result these candidates were unable to access band 3 and 4 of the assessment grid. Many candidates were able to select the idea, but there remains a lack of development evidencing the creative process. Detailing and developing the initial ideas would allow candidates to access the higher bands. Centres are to be aware of the publications on the WJEC Secure Website under the heading '2022-2023 National/Foundation' labelled '**E&E - Creativity and Innovation**' which provides Centres with a video, resources and examples of creativity and innovation to support delivery and assessment of this Learning Outcome.

The SWOT task remains a strong aspect of this Learning Outcome, and most candidates included justifications for the chosen idea. 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 on the idea immediately, which was not based on market research and did not take into consideration the strengths and weaknesses.

The most successful candidates presented their top ideas as a group and took these a few stages further highlighting the strengths and weaknesses to inform the development of the final idea. The actual development of the final idea is an area for improvement for many Centres where candidates only produced a final version with little or no development. Candidates should demonstrate the creative process and the how the finished idea has changed from the initial stages. Annotations, designs or commentary on how the initial designs have been improved will aid candidates in accessing band 3 and 4 of the assessment grid.

Minutes of meetings are an effective way to record the development stages and details of the process of improving the idea and implementing feedback discussed in the meetings.

Reflections on this Learning Outcome are often a description of what happened during the Challenge, rather than a balanced evaluation of the process involved and skills used in developing a new concept. Some Centres are giving leading questions and templates for candidates to answer and therefore restricting them from accessing bands 3 and 4 of the assessment grid. Centres are to be aware of the publications from the WJEC secure website under the heading '2022-2023 National/Foundation' labelled **Reflection tasks across the Challenges**. This provides access to a presentation and video to support Centres with this element of this Learning Outcome, along with how to approach the Reflection Task for all Learning Outcomes where this is a requirement across all of the Challenge components.

## Learning Outcome 2 – Understand Personal Effectiveness

The skills audit was generally successful with most candidates using and analysing their results to plan improvements. As mentioned in the previous Principal Moderator report, auto generated skills audits can be used, however, candidates do not need to include extensive screenshots of every page to evidence that this has been carried out. It is the analysis of the skills audit that is required to be evidenced, not the skills audit itself. Some Centres continue to use only the auto generated skills audit as the evidence provided without any analysis of their strengths and weaknesses by the candidate. For Level 1 learners, it is appropriate for Centres to provide further supporting frameworks to allow them to attempt a limited or basic analysis of the skills audit for this Learning Outcome.

The letter of application was on the whole well written detailing personal skills; however, some candidates applied for a role and did not actually undertake that role in the task and were not able to demonstrate their performance of their own role. Where some candidates included a CV only, this templated approach limited candidates in being able to provide an explanation of their skills, and as a result restricts the assessment bands accessible to them.

The most successful candidates provided action plans, development plans and minutes of meetings detailing team members roles and responsibilities for tasks undertaken. These candidates provided a commentary of those tasks completed to evidence team and individual contributions. This method helps the moderation process to identify the effective performance of the candidate's own role, time management, behaviours and team working skills, and those of the team.

Candidates who highlighted how they intended to improve their skills and then revisited this at the end of the Challenge to inform their reflection were the most successful when reflecting on their Personal Effectiveness. However, many candidates did not reflect upon how these skills were applied, developed, and improved during the Challenge, and gave a timeline of the events undertaken as their reflection to this Learning Outcome. Where Centres utilised templates, this restricted the candidates from accessing the higher bands.

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

This Learning Outcome continues to be successful where evidence of the pitch was included however, some Centres appeared to be following previous adaptations and failed to submit this as part of task 3. Where the pitch was included, it was pleasing to see the 5P's being covered well with the visual displays showing evidence of aims, objectives and details of the product, the target market and marketing materials.

Prototypes, as mentioned in the previous Principal Moderators report, are an effective way to showcase a product, but this was not created by many candidates. This is possibly as a result of Centres not including the pitch itself. Visual displays were largely PowerPoints or Display Boards with less digital media methods adopted this series compared to previous series. Many candidates commented they would create a promotional campaign, without detailing and developing this further. In order for candidates to be able to access band 4, candidates need to produce a well-structured and creatively developed Visual Display. Financial planning remains an area for development with limited financial forecasting and costings undertaken. Some calculations were unrealistic and lacked research to support the costings. Higher band achievers used spreadsheets with charts to represent their findings and to display their costs, cashflow or projections. Further analysis of the financial costings is vital when developing a business proposal to demonstrate a detailed and effective understanding.

# Global Citizenship Challenge

## General Comment

The January 2023 series saw a range of global issues studied and it was evident across the samples moderated that the majority of candidates had engaged well with these topics.

A greater range of more creative outcomes was also evident in this series, such as recycled artwork, poems and computer animations, to name but a few. It was also pleasing to see that more candidates had produced outcomes which were realistic and feasible for them to produce. However, some candidates' work continued to include evidence of developing impractical ideas, such as fun runs and coffee-mornings, which also impacted on marks into Learning Outcome 3, with regard to outcomes. Additionally, in this series there was a tendency to over-assess the quality of many candidates' final outcomes.

In relation to Centre assessment controls, Centres are reminded that the requirements for the Global Citizenship Challenge stipulate this challenge must be completed as individual candidates, not as a team activity. The controls for this Challenge are clearly outlined in the Controlled Assessment booklet which can be found on the Secure Website, as well as in the [Teacher Handbook for Managing Assessment](#). This includes that Task 1 must be completed under supervision for 3 of the 5 hours allocated to this task, Task 2 has a control of 5 hours, but no supervision is required, and Task 3 has a control of 1 hour, with no supervision required. Some Centres continue to allow 10 hours for Task 2, which goes well beyond the controlled time permitted.

For some Centres there continue to be significant administrative issues, such as missed checks that all candidates work is included in the sample and uploaded correctly in digital format. Whilst every benefit of doubt is given to the candidate, the Centre must ensure that all work is uploaded properly as otherwise candidates may be disadvantaged from achieving their assessed marks.

Where some Centres have had adjustments made, it is clear that previous Centre Moderation Reports have not been actioned. The Centre Moderation report provides clear guidance to Centres on the accuracy of their assessment and mentions specific candidates by number. This enables Centres to review candidates' work in light of the comments made, so that further Centre training, internal standardisation, and moderation can take place, where appropriate.



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

One of the essential foci of the Global Citizenship Challenge is to develop candidates' Critical Thinking and Problem-Solving Skills through the opportunity to understand and respond to a variety of global issues. The source pack can provide much evidence of a candidates' Critical Thinking skills, such as analysis and inference through various problem-solving tools such as RURU and CRAAP analysis, as well as highlighting and annotation of sources. In this series, where source packs were presented and uploaded, the majority of candidates were able to showcase these skills in their evidence. Where source packs were not presented, moderators were provided with more limited evidence of applying these skills.

Many candidates were able to transfer their understanding from the sources, as well as the class discussion, into their Personal Standpoints. The most effective Personal Standpoints referred directly to the sources. However, in this series there was evidence of many candidates writing about their global issues in general, without any reference to the source pack at all. This will limit candidates' ability to achieve marks into the top bands.

Nearly all candidates included a reflection on the Critical Thinking and Problem-Solving process. Where this was done effectively, candidates were able to reflect on the skills involved in forming their Personal Standpoint, including analysis, inference, noting key points, credibility etc. from the source pack. Where candidates had not provided evidence of having annotated their source pack, they found it more difficult to reflect on the skills used and tended to recount the process of writing their Personal Standpoint instead.

## **Learning Outcome 2 – Be able to apply Creativity and Innovation**

One of the ways that candidates can evidence their application of Creativity and Innovation is through their generation of ideas to raise awareness. All candidates provided evidence of some idea generation, however, there was more limited evidence in this series of candidates having generated multiple ideas (as many as they can think of) in the first step of their raising awareness pack. Thinking of as many ideas as feasibly possible enables candidates to use their imagination and initiative and can also facilitate creativity in combining ideas to reach a better, or more innovative solution.

Nearly all candidates were able to consider the strengths and weaknesses of several of their ideas and it is pleasing to see this skill embedding well within this Challenge. The strongest responses included detailed SWOT analysis, assessing, and evaluating ideas to select the most feasible.

The development of candidates' final ideas remains of mixed quality. Some candidates had produced one draft of their idea and then the final outcome, but had been assessed into bands 3 or 4, which is not appropriate. Effective development of a candidates' idea indicates that there are several stages of idea development so that their final outcome evolves i.e., that there is change from one stage to another into something different. Some candidates provided evidence of forming their final outcome in several stages, however candidates and Centres are advised that this documents the process, instead of developing and evolving the final outcome.

In this series many candidates successfully selected and implemented a realistic idea, which supported their work in implementing and producing an outcome. There was less evidence of candidates developing impractical ideas, as mentioned above, although a few candidates still included work of this sort, which additionally impacted on marks for Learning Outcome 3.

As with Learning Outcome 1, nearly all candidates provided a reflection on Creativity and Innovation. Where this was done well, candidates were able to critically reflect on the several stages of the development of their idea, detailing how their final outcome had changed based on feedback received.

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

Nearly all candidates engaged well with the global issues studied. Understanding of the global issues were demonstrated through the Personal Standpoint, as well as the raising awareness outcomes.

In this series candidates mainly demonstrated coverage of PESTLE factors by highlighting the relevant factors in the source pack, as well as additional annotation. Where this was done well, PESTLE factors were identified and considered, with relevant factors used to inform the Personal Standpoint.

Centres are reminded that to access marks into band 4 candidates need to produce outcomes which are appropriate, effective and of high quality. A minority of Centres assessed final outcomes at band 4, although were more appropriate for band 3, being of good quality instead. Centres are reminded not to be overly generous for this part of the Learning Outcome.

# Community Challenge

## General Comment

A low number of Centres presented work for this Challenge for this series with the restrictions faced by schools over the past few years still evident in Centres' ability to provide purposeful and valuable activities in light of the constraints which they have faced. When choosing to complete the Community Challenge as part of the pathway for the qualification, Centres are encouraged to carefully consider how they will implement the brief in order to provide ample opportunities for candidates to demonstrate the independence and planning needed to access marks across all bands.

Those Centres who were able to offer meaningful activities presented some strong evidence across each of the Learning Outcomes and the candidates clearly engaged and enjoyed the valuable experiences offered. Centre planning remains key to ensure the Community Challenge is a success. Consideration is needed on how chosen briefs can be implemented within the individual school's setting in such a way that the 'doing' aspect is sufficient in time and complexity to allow candidates to present sufficient evidence across all Learning Outcomes. Short activities such as hosting a fundraising stall or activities which involve a high number of candidates such as beach cleans sometimes hindered candidates' ability to demonstrate sufficient independence and the responsibility needed as part of their planning and organisation. This would usually translate into a detailed Participation Record and a well collated Personal Digital Record. The coaching and neighbourhood enhancement briefs tended to be the most successfully implemented by Centres overall.

Centres are encouraged to revisit the assessment grid to ensure that candidates present evidence relevant to the Community Challenge as there were instances where the evidence appeared to be an amalgamation of the Community Challenge with the Enterprise and Employability Challenge and/or the Global Citizenship Challenge.

Centres are reminded that although the activity itself is carried out as a team, the majority of evidence will be completed individually. With the exception of some components of task 2 (e.g. opportunities and risks, resources, lesson plans, group action plans) there must be individuality in the evidence presented as candidates "must provide an individual response as part of any task outcome" (page 33 of specification).

Due to the limited number of entries this series, there will be general comments only on each of the Learning Outcomes.

## **Learning Outcome 1 – Be able to apply Planning and Organisation**

The most successful evidence began with a clear and focused brief allowing the candidates to present appropriate aims and objectives that were relevant to the “doing” aspect of their Challenge. Centres are reminded that the planning and organisation must focus on how candidates intend to deliver their chosen activity.

The most successful candidates showed consideration for the various examples of content listed in the specification (page 28) such as targets, required resources, risks, team and individual action plans. The participation record was used by many candidates effectively as evidence of implementation, monitoring and development.

Reference to planning remains the weakest aspect of the reflection but this was generally a weakness when candidates hadn’t presented appropriate planning initially.

## **Learning Outcome 2 – Understand Personal Effectiveness**

Learning Outcome 2 remains the strongest aspect of the evidence presented. Most candidates had undertaken a skills audit in one of several forms. The strongest analysis and plans for improvement were clearly related to the candidates’ chosen activity.

Those with a detailed Participation Record in which they clearly documented the implementation of their plan were able to demonstrate effective performance of their own role and responsibilities during the activity.

Where candidates were able to carry out a purposeful and valuable activity, they were able to include specific examples of how they’ve applied various skills during the Challenge within their reflection.

Centres are reminded that some engagement with all tasks should be encouraged as presenting evidence for this Learning Outcome only doesn’t allow candidates to engage with the key principles of the Community Challenge.

## **Learning Outcome 3 – Understand Personal Effectiveness**

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.

In a minority of cases this was too generic across candidates as they described the neighbourhood or communities in general and Centres are reminded that this should be completed individually with a clear focus on their chosen activity.

Centres are reminded that the Challenge required sufficient hours carrying out the ‘doing’ aspect of the Challenge through work with or in their chosen community.

Overall Centres made successful use of Candidate Booklets however there were examples where the Centre had added additional structure which hindered the candidates' ability to demonstrate their digital literacy and develop their Personal Digital Record in a creative manner.

Learning Outcome 3 requires candidates to demonstrate their Digital Literacy skills as they collate their evidence creatively to form the Personal Digital Record. Centres should therefore ensure candidates have the opportunity to complete their work digitally as a minority of Centres presented handwritten work for this series.

Finally, where Centres provided meaningful activities with sufficient complexity, candidates presented evidence across all Learning Outcomes and across all bands – they clearly engaged fully with the activities and the reflection and participation records showed how much they valued the experiences provided.