



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

Summer 2024

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Introduction

Our Principal Moderators' report provides valuable feedback on the recent assessment series. It has been written by our Principal Examiners and 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.¹

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.

¹ *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

Entries and Outcomes

Entry numbers that cashed-in the National/Foundation Skills Challenge Certificate qualification for summer 2024 were 24, 847. The national outcomes were as follows:

	A*	A	B	C	P*	P	U
Cumulative %	3.9	16.6	48.9	86.0	94.8	97.5	100

Outcomes for each component were:

Individual Project

	D2	M2	P2	P1	U
Cumulative %	20.3	47.5	79.3	97.8	100

Enterprise and Employability Challenge

	D2	M2	P2	P1	U
Cumulative %	18.2	51.4	87.4	99.0	100

Global Citizenship Challenge

	D2	M2	P2	P1	U
Cumulative %	15.9	47.3	82.4	98.4	100

Community Challenge

	D2	M2	P2	P1	U
Cumulative %	10.7	38.2	83.9	98.2	100

- Candidates continued this series to obtain the most distinction grades for the Individual Project component, highlighting the solid understanding amongst candidates of how to plan, compose and present a research project effectively.
- The Enterprise and Employability component continues to reflect, when working in a group, how a Foundation level candidate can achieve a National level outcome, with this component producing the highest percentage of those achieving a Pass Level 2 outcome or higher.
- Learning Outcome 2 (Creativity and Innovation) remains an area for improvement for the Global Citizenship Challenge, although improvements have been seen this summer. Professional Learning Resources on what creativity looks like across the different attainment bands for the Global Citizenship Challenge and the Enterprise and Employability Challenge can be found on the [WJEC Portal](#).
- Distinction percentages for the Community Challenge were lower than the other components. This seems to reflect the trend of Centres using this component to enter a selected group of candidates from the Centre who may find it more difficult to access the Global Citizenship Challenge. Rather than full cohorts being entered, of the 61 Centres who entered candidates for the Community Challenge, 25 of these had entry numbers of 10 candidates or less, with outcomes generally falling in a Level 1 or Level 2 Pass range for these Centres.

Challenge Briefs for Challenges

- There continues to be clear evidence that several Centres are taking time to select and use a range of Challenge Briefs that are suitable across the components and can be implemented within the school setting. Where Centres are giving the candidates some choice over the Challenge Briefs they use there is the opportunity for greater ownership over the outcomes.

- It is necessary to remind Centres that a copy of the Challenge Brief used by the candidates must be submitted as part of the uploaded sample. If all candidates in the sample complete the same Challenge Brief only one copy needs to be uploaded.

Candidate Booklets

- The most effective use of WJEC Candidate Booklets was seen when Centres encouraged candidates to personalise and adapt the booklet to fit their needs in recording their evidence for the Challenges.
- Some Centres added additional structure and rigid writing frames or tables with leading questions to Candidate Booklets which hindered candidates' ability to demonstrate individuality and achieve higher bands. Further structure for Foundation level candidates is expected, however those working at a National Level should be given the freedom to record their outcomes without added structure or guidance.

Internal Standardisation

- Internal standardisation within some Centres remains a strength across the components.
- There was less evidence of internal standardisation 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 on [WJEC Portal](#) to assist Centres with this process.

Welsh Baccalaureate National/Foundation Skills Challenge Certificate

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Administration

Entries

- Entry numbers that cashed-in the National/Foundation Skills Challenge Certificate qualification for summer 2024 were 24, 847.
- For the Individual Project, 192 Centres made entries, numbering 24,952 candidates.
- For the Enterprise and Employability Challenge, 160 Centres entered 14,954 candidates.
- 149 Centres entered 13,443 candidates for the Global Citizenship Challenge.
- The Community Challenge once again saw an increase in candidate numbers submitted for this Challenge to what has been seen post pandemic, but remains the least entered of the Challenges, with 3,414 candidates entered from 61 Centres.
- The numbers cashed-in across the different routes were:
 - Route A – (IP, E&E and Global) - 18,739
 - Route B – (IP, E&E and Community) – 3,861
 - Route C – (IP, Global and Community) – 2,247
- Centres are reminded that the [revised specification](#) published in November 2022 requires entries for two of the three Challenge components, along with the Individual Project for future awarding of this qualification.

Controlled Assessment Documentation

- Since January 2024, updated controlled assessment documentation to record candidate marks, assessor and candidate signatures and the time management of the Challenges have been amended. These documents now contain a statement declaring the use of any Artificial Intelligence when completing work and must be used for all subsequent moderation series. These can be found on [WJEC Portal](#).
- 153 emails were sent to Centres due to missing or incomplete documentation being uploaded to the Surpass system. Centres are urged to familiarise themselves with the updated documentation and their requirements, as incomplete documentation being submitted can result in the delay in the publication of candidates' grades.
- The Time Logs segment of the Controlled Assessment documentation must be completed by the candidates. Using the correct Candidate Assessment Booklets will ensure that the correct timings for each task are adhered to, as timings for each task have changed with the publication of the revised specification in November 2022.

Using Surpass – E-Submission Platform

- The upload of candidate evidence was well managed by the majority of Centres.
- The organisation of candidates' evidence within the uploaded folders was an issue for some Centres. 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](#).

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Summer 2024

Overview of the Individual Project

The summer series is Centres' preferred submission window as it allows candidates time to develop the skills that are required to complete this component successfully. Therefore, as in previous years, there were a large number of submissions for Summer 2024.

There was an increased number of administrative issues (such as clerical errors and missing marks on assessment sheets and missing signatures), whereby Centres do not seem to have implemented 'final checks' prior to uploading work. This impacts the moderation process significantly, as moderators often need to contact Centres to obtain additional information. The majority of Centres communicate effectively when this occurs, but a small number of Centres are not as responsive. Support from Centres with this matter going forward would be most appreciated.

In relation to Centre assessment, there were some inconsistencies between assessors. Assessment at the top-end of the sample was often too generous which meant that some mark adjustments needed to be made to individual assessors during the moderation process. These adjustments are clearly referenced in the Centre Reports and individual assessors are clearly identified. It has been noted that important advice written in Centre Reports from previous years is not always being implemented and issues are repeatedly recurring.

Centres have continued to support candidates to achieve good quality outcomes and encouraged them to explore a wide range of topics and titles. Candidates engaged with topics that were of personal interest to them, such as: the impact of social media on young people, mental health, and advancements in AI. Only a very small number of artefacts were seen during this series.

For January 2025 series, Centres must ensure that they adopt the use of the new candidate assessment sheet, which includes the statement on the use of AI tools.

Comments on Learning Outcomes (LO)

Learning Outcome 1 – Identify the focus and scope of an Individual Project

Strengths

- Candidates continue to be encouraged to investigate topics that are of personal interest to them. This motivated candidates to follow the process of undertaking an extended piece of research, regardless of their ability.
- Well-written aims and objectives provided a clear direction for the Project and were clearly linked to their overall titles. This led to the most successful outcomes.

Areas for Improvement

- Some candidates seemed unaware of the expectations when writing their aims and objectives, which sometimes led to inappropriately written aims and objectives. They were often too broad, or not linked to the overall Project title. Centres should take advantage of the fact that feedback can be provided to candidates to ensure the most successful start to the Project. Taking time to craft and refine the aims and objectives has a positive impact on the completion of the Project, as it provides an effective structure for the candidate to follow.

- Candidates should avoid referring to the research methods in their aims and objectives, as these elements are assessed in a different Learning Outcome. A reminder that additional guidance on using appropriate action verbs can be found on page 23 of WJEC's [Teacher Handbook 1 – Managing teaching and Learning](#).

Learning Outcome 2 – Select and plan research methods, resources and materials

Strengths

- The most effective rationales were detailed and effective and clearly indicated the planning decisions of the candidates. The most able candidates took the opportunity to employ effective research methods, resources and materials that were intrinsically linked to the aims and objectives and supported the development of the Project.

Areas for Improvement

- Whilst some less-able candidates clearly benefitted from scaffolding to be able to fulfil this aspect of the criteria, more-able candidates were sometimes limited in their rationale writing, where they had been issued with a generic table of sources. This did not allow them to be able to specifically link their research methods to their aims and objectives, which impacted on the number of marks that could be allocated to this Learning Outcome.
- A minority of candidates included their rationales in the appendix section of the Project.
- A broader range of primary research methods would further enhance Projects, as candidates were reliant on questionnaires to fulfil this element of the criteria.

Learning Outcome 3 – Select, collate, reference and assess the credibility of information and numerical data.

Strengths

- There was some evidence of candidates identifying and selecting a wide range of complex sources throughout their Projects, that provided them with detailed and comprehensive material to fulfil their area of research.
- Some candidates demonstrated the ability to summarise complex sources such as Government policies and strategies, allowing them to showcase their critical thinking skills.

Areas for Improvement

- Candidates should be taught the ethical aspects of primary research as part of a programme of teaching and learning; questionnaire respondents should have reassurance that their personal details will be kept safe, and responses anonymised in line with GDPR requirements.
- When candidates are issuing questionnaires, it is essential that centres vet the questions that are being asked. This is especially important when candidates are tackling controversial topics. The safeguarding of candidates and respondents is imperative.
- Referencing skills were not always effective, which made it difficult for moderators to ascertain where information had been obtained from. Centres should be reminding candidates of the importance of citing their sources, to allow them to be duly awarded for including their research. In addition, identifying sources assists to eradicate any potential queries over plagiarism issues.
- Consideration of the credibility of sources (currency, reliability and validity) was present throughout the series, although often these references were limited and insecure.

Learning Outcome 4 – Analyse the numerical data and display using digital techniques.

Strengths

- Generally, only a minority of candidates were able to provide a detailed analysis of the numerical data that they collected and demonstrate appropriate use of digital skills to present the data.
- The most successful Projects in regard to this Learning Outcome were achieved when candidates collected primary data that was relevant and meaningful to the Project title and formed an integral part of the analysis of the Project.

Areas for Improvement

- The analysis of numerical findings was an area of weakness for this series. It was often basic, with candidates presenting information using bar charts/pie charts. Candidates were not always secure in their analysis of the charts/graphs and often repeated what was often obvious from the chart itself.
- Candidates must ensure that they ‘tie in’ and link the findings of the charts/graphs to the aim/objective and ensure relevance to the topic.
- Candidates should also be encouraged to think about whether their findings correspond to their secondary research, or in fact, oppose it. This in turn, would allow candidates to demonstrate a more complex level of skill.
- Candidates must ensure that the graphs that they select to display their findings are appropriate and fit for purpose in conveying results. Furthermore, the axes should be checked for appropriateness and graphs and charts should be clearly labelled.
- A minority of candidates included their numerical analysis in the appendix, rather than to integrate it within the main body. This impacted the number of marks that could be awarded.

Learning Outcome 5 – Synthesise, analyse and use information and viewpoints.

Strengths

- Candidates were generally able to provide a detailed synthesis and analysis of the information that they included, with confident candidates providing a wide range of viewpoints to produce well-balanced final pieces.
- Candidates were able to demonstrate a good level of knowledge and understanding, even when synthesis and analysis was lacking, which was due to candidates generally being able to select their own topics of interest.

Areas for Improvement

- Less able candidates might be more confident to tackle the demands of the Projects if they were offered the opportunity to complete an artefact, rather than a written Project, which some candidates clearly find challenging. The synthesis in relation to artefacts refers to the ‘pulling together of ideas’ and ‘idea development’, when working towards completing an outcome. There were a very small number of artefacts presented for this series.

Learning Outcome 6 – Produce and present an outcome.

Strengths

- Candidates demonstrated a range of relevant skills (notably digital skills) and techniques to be able to present their research in an appropriate format and work was generally well organised and presented a final outcome that on the whole, addressed the Project aims.
- Candidates were generally successful in producing a final outcome that addressed their initial Project aims that were established at the start of the process.

Areas for Improvement

- At the lower end of the samples entered, there were many incomplete Projects, which had an obvious impact on the number of the marks that could be allocated to candidates. Perhaps if these candidates were offered the alternative of the artefact format, their motivation to complete the Project as whole would improve.

Learning Outcome 7 – Make judgements and draw conclusions.

Strengths

- The majority of candidates provided evidence-based comments in relation to their findings, demonstrating their ability to summarise information.
- The most successful candidates were able to provide evaluative comments, rather than describing what was discovered, or providing opinion-based comments.
- Candidates were also able to secure marks based on the judgements that they made throughout the Project as a whole, thus achieving additional marks.

Areas for Improvement

- A minority of candidates had difficulty in providing judgements and conclusions. A helpful approach is for candidates to consider each aim and objective in turn, which then allows a structure to be able to complete this Learning Objective successfully.

Learning Outcome 8 – Evaluate own performance in managing an Individual Project.

Strengths

- Some candidates were able to demonstrate some highly detailed and well-reasoned reflections in their performance throughout the completion of the Project, with coverage of all of the skills that are developed: Literacy, Numeracy, Digital Literacy, Personal Effectiveness, Critical Thinking and Problem Solving, Creativity and Innovation and Planning and Organisation.

Areas for Improvement

- Some candidates produced work in this section that would have been better evidenced in Learning Outcome 7, as it referenced the findings of the research, rather than containing reflective comments on the actual process of planning and completing the Project.
- Some candidates clearly had difficulty engaging with the process of self-reflection. To improve marks for this Learning Outcome, centres could focus on the process of self-reflection as part of the teaching and learning programme.

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Overview of the Enterprise and Employability Challenge

As mentioned in the June 2023 and January 2024 reports 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 June 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. This was also an issue seen in January 2024. It is important that candidates understand how tasks link together so that they have a full understanding of the Challenge. The Skills Audits and Application Form or 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).

Some 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.

Comments on Learning Outcomes (LO)

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 practice.
- 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 and Employability Challenges provided examples of the development of an idea which was clearly selected and included sketches at different stages to evidence the process. This continued to be an area to improve 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. Collecting ideas from Google images does not show evidence of creativity.
- 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 to improve in this series for many Centres.
- In some cases the choice of Challenge Brief limited the creativity shown by some candidates and Centres are advised to look carefully at the range of Challenge Briefs available on the [WJEC website](#).
- 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 an area to improve 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 continues to be 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 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 skill set when working collaboratively.
- 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 when referencing Personal Effectiveness.

Areas for Improvement

- As mentioned in the January 2024 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 has improved slightly 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 – Understanding factors involved in an Enterprise and Employability Challenge

Strengths

- For some 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. This is extremely helpful in the moderation process.
- 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

- In this moderation series there were an increasing number of Centres 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 last two Principal Moderator reports.
- 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 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.

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Overview of the Global Citizenship Challenge

Centres continue to present a broad range of global issues enabling candidates to engage with appropriate topics such as poverty, litter, plastic pollution, fair trade and cultural diversity. Most candidates respond well to these issues and engage well with the source material, using their critical thinking and problem-solving skills well to both express their own views, as well as show consideration of those of others. Classroom discussions are used well in general to frame and respond to questions and opinions on global issues, enhancing the quality of personal standpoints in developing and analysing arguments. The majority of candidates engage well with these topics and produce thoughtful and well-considered personal standpoints.

Many candidates develop appropriate raising awareness ideas through a variety of medium. However, some candidates only generate minimal initial ideas before selecting their final outcome. Where candidates do generate multiple initial ideas, creative and innovative tools such as SWOT analysis and tally charts are used well to narrow down, select and justify candidates' final choice of raising awareness outcome.

As noted in the previous series, there continues to be some discrepancy regarding compliance with assessment requirements. Specifically, some Centres continue to include up to 7 or more sources in the source pack, contrary to the guidelines that mandate the use of only 4 sources.

Some candidates' work still continues to lack digital organisation. Clear and organised submission of work, including all necessary documentation such as source packs and annotations, would significantly enhance the efficiency and effectiveness of the moderation process. Work should be organised into clearly labelled folders, organised by Task. Centres are also reminded that if candidates provide digital links to their outcomes, that these must be able to be opened by the moderator.

Comments on Learning Outcomes (LO)

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

Strengths

- The quality of personal standpoints remains a strong aspect, with many candidates effectively synthesizing sources and presenting well-formed opinions.
- Candidates' analysis of the credibility of sources is generally well-assessed.

Areas for Improvement

- Some Centres fail to submit or include evidence of the source pack. Where these are not submitted candidates may be disadvantaged from achieving marks into higher bands as there is limited evidence of use of critical thinking and problem-solving tools in the source annotation e.g. PESTLE, and RURU.
- Reflections on the critical thinking and problem-solving process must be evaluative and reflect on the development and application of the skills used, instead of recounting the process of writing a personal standpoint.

Learning Outcome 2 – Be able to apply Creativity and Innovation

Strengths

- SWOT analysis is a well-utilised tool, and most candidates select realistic and feasible ideas for implementation.
- Reflections are generally well-reasoned, showcasing the development of the raising awareness ideas and the creative process effectively.

Areas for Improvement

- A number of Centres skip the initial generation of ideas, which is crucial for showcasing candidates' creativity and innovation.
- Some candidates continue to submit a draft version and then jump to a final version without evidencing several stages of development. This will prevent candidates from achieving marks into the higher bands, as well as missed opportunities for reflection and improvement.

Learning Outcome 3 – Understanding factors involved in a Global Citizenship Challenge

Strengths

- Most Centres are confident in awarding marks for understanding of global issues and PESTLE factors.
- Candidates continue to identify PESTLE factors well and many can apply and synthesise these into their personal standpoints.
- Creative and innovative outcomes are well-presented, particularly when digital methods are employed effectively e.g. use of Canva.

Areas for Improvement

- Some Centres over-assess the quality of the final outcome. To achieve marks in Band 4, candidates' work must be of high quality and effective.
- It is important for Centres to ensure that all stages of development should be evidenced, and that candidates understand that final outcomes must be fully implemented and not only planned or designed.

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Overview of the Community Challenge

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 a majority of 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 Challenge Briefs can be implemented within the individual school's setting. The vast majority of Centres chose a suitable Challenge Brief however the way they are implemented by some Centres does 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. 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. Centres should also provide candidates with the relevant Brief so that they are aware of the suggested structure for the 10 hours 'doing' aspect of the Challenge.

The most successful Centres show a good understanding of the assessment criteria and provided activities where candidates had the opportunity to use the elements listed. Centres are reminded that raising awareness resources are more suited to the Global Challenge. In the same way bake sales and fundraising activities are suitable when contributing to a wider support programme as part of the Social Welfare Brief. Centres are advised that general volunteering opportunities don't always provide sufficient opportunity for candidates to provide the necessary evidence of planning and organisation.

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.

Although most Centres presented well organised evidence which included all relevant documentation and a copy of the Challenge Brief, this wasn't consistent. Centres are encouraged to refer to the e-Submission guidance which states that candidates should present their evidence as a single zipped folder labelled with both candidate name and number.

Comments on Learning Outcomes (LO)

Learning Outcome 1 – Be able to apply Planning and Organisation

Strengths

- The most successful work began with a clear and focused Challenge Brief allowing candidates to present appropriate and realistic aims and objectives that were relevant to their chosen community activity. 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 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 and digital diaries 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 or the collation of evidence 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 Challenge 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.
- Although some elements of planning can be completed collaboratively, Centres are reminded that there must be an individual focus to the planning and organisation and the aims and objectives in particular should be completed individually by candidates.
- 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, fundraising tasks or general support for an organisation.
- 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 teamwork 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. When providing sentence starters or questions to provide access to those candidates aiming for lower band marks the Centre must ensure they are related to the success criteria.
- Centres should ensure that any structure or leading question provided to candidates should focus on reflecting on the development and application of skills during their community activity.

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

Strengths

- When a well-defined Challenge 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 is not 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 and rigid writing frames or tables with leading questions 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.

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: 01443 845612

Email: nfsc@wjec.co.uk

Qualification webpage: [Welsh Baccalaureate National/Foundation Skills Challenge Certificate](#)

See other useful contacts here: [Useful Contacts | WJEC](#)

Please find details for all our courses here: <https://www.wjec.co.uk/home/professional-learning/>

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