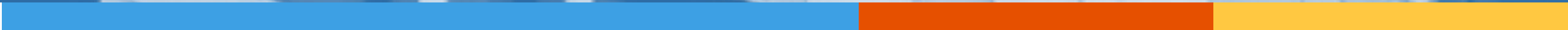


ENTRY PATHWAYS HUMANITIES



ENTRY PATHWAYS HUMANITIES



Preparing and uploading candidate work for moderation



Aims



To address the needs of both current and new centres offering guidance on:

- preparing candidate work for external moderation (correcting, assessing and annotating)
- completing the necessary documentation
- completing internal verification
- uploading sample of candidate work to IAMIS via Portal for moderation.

EPH Units



- Only those 23 units listed in the current EPH Specification may be submitted for moderation and count towards the EPH award. Further information can be found here:

https://www.wjec.co.uk/qualifications/humanities-entry-pathways/#tab_keydocuments

- Work for legacy / older units cannot be submitted for moderation and cannot receive accreditation.
- The 23 units in the EPH course. All are listed on the following slides.

Geography

6230 Threatened Ecosystems

6231 Changing Trends in UK Tourism and the Need to Develop Sustainable Tourism

6232 The Changing Population of the UK and the Challenges Faced by Urban Areas

6233 Responding to a Major Tectonic Event (Volcanic Eruption, Earthquake or Tsunami)

6234 Climate Change: Causes, Effects and Human Responses

History

6225 A British Society in the Past

6226 A Non-British Society in the Past

6227 Historical Change Over Time

6228 Looking at Local History

6229 People and Protest



Religious Studies



- 6235** Contentious Issues in the Modern World
- 6236** Prejudice and Discrimination Against People
- 6237** Places of Worship
- 6238** Religious Festivals and Celebrations
- 6239** Important Ceremonies in Life and Death



Humanities



6240 The Effects of Consumerism

6241 The Ethics of Food Production and the Consumer

6242 Responses to Contemporary Conflict in World Events

6243 Taking a Role in Society in the UK



French

6291 Introducing Self, Family and Friends in French

6291 Using French to Discuss where People Live

6292 Using French to Discuss Social Issues

6293 Being a Tourist in a French Speaking Country

6294 Using French to Discuss Work



Unit credits and end result



- All EPH units have a credit value (3 or 4) attached to them.
- The credit value of each unit is based on the approximate teaching time recommended to deliver the unit and its assessment. Basically **1 credit is equal to 10 hours** teaching time (so 4 credits equates to 40 teaching & assessing hours).
- Candidates can build up credits by following each unit and completing work which fulfils the assessment criteria for that unit.
- These credit values for each unit completed then add together to achieve one of three end results:
 - **Award** (8 – 12 credits)
 - **Certificate** (13 – 36 credits)
 - **Diploma** (37 + credits)

Preparing for moderation



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

Internal Assessment



Internal Assessment



All Entry Pathways units are **internally assessed** and **externally moderated**

- Assessment must be carried out by the teacher before uploading for moderation
- Copies of assessment records and candidate authentication sheets will need to be downloaded by subject teachers from the relevant pages on WJEC website
- Where more than one teacher is involved, the centre must appoint an **Internal Verifier** to ensure that all candidates are judged to the same standard across different assessors/teachers, teaching groups and from year to year.
- Once units are completed and internally assessed entries can be made
 - **P** (pass) - Candidates **must** be able to provide evidence that they have **met all the assessment criteria** for every unit they are entered for.
 - **A** (absent) - Candidates **must not** be entered for a unit if they have not met all the assessment criteria for that unit. If candidates are entered for a unit and are then unable to provide evidence that they have met all the criteria for that unit, you must withdraw the candidate *or* mark them as Absent on IAMIS.

Correcting, assessing and annotating candidate work



Internal Assessment



- Assessment must be carried out by an *assessor (normally the class teacher)* designated by the centre, with the necessary level of expertise to assess the candidate's work in a specified unit.
- The Assessor is responsible for ensuring that:
 - all the assessment criteria for the unit are applied
 - the work presented is authentic
 - witness statements are authentic and valid
 - assessment decisions are accurately recorded.

Correcting candidate work



- Moderators look at candidate work to check it fulfils the various criteria.

****It is not their job to correct the work.**
- The internal assessor / class teacher must ensure that all candidate work submitted for moderation is **fully corrected**, **assessed** and **annotated**, indicating whether or not it has been accepted as being correct and/or appropriate.

Correcting candidate work

Ensure that all candidate work submitted for moderation is **fully corrected**, indicating whether or not it has been accepted as being correct and/or appropriate.

Evidence of correction

AC 1.1

Early World War II Key facts

Use the information sheet to answer the questions

1. Who was the Führer of Germany?
Adolf Hitler. ✓
2. What was his plan?
To take over as many countries as he could. ✓
3. When did the Führer invade Austria?

Year 9
Evacuees in 1940 & Refugees in 2019

Evacuees in 1940	Refugees in 2019	Things the children of 1940 & 2019 have in common
<p style="text-align: center;">AC2.2</p> <p>Children are placed with host family. Children travel on an organised train. Journey with adult helpers. Children communicate by letter.</p>	<p style="text-align: center;">AC2.2</p> <p>Pay smugglers to get into boats. Smartphones to find family members. Communication difficulties highlighted.</p> <p style="text-align: center;">AC2.2</p>	<p style="text-align: center;">AC2.1</p> <p>Some children don't have suitcases for their belongings. Children have bicycles like their parents. Children can only bike what they can carry.</p>
		<p>Children are scared and apprehensive. Children miss their home life & families and friends. Children don't know what life is going to be like when they return.</p>

Evidence of correction

Excellent level of detail

Annotating candidate work

- Annotation is necessary:
 - to help the moderator check that each candidate has fulfilled **all** the Assessment Criteria;
 - to show that the work has been corrected / assessed internally;
 - to show where changes have been made in the light of internal moderation where it has taken place.

Annotating candidate work

- Since Entry Pathways relies on the fulfillment of Assessment Criteria rather than the scoring of actual marks to gain credits, annotation should take the form of ticks and justifications, e.g. A.C.1.1
- Make these at the place in the work where each Assessment Criterion has been met.
- Annotating in this way helps to ensure all the Assessment Criteria have been fulfilled.
- If the Assessment Criterion states 'reasons' and there is only one given the Assessment Criterion has **not** been achieved.

Annotating candidate work

^{Year 9}
Evacuees in 1940 & Refugees in 2019

Evacuees in 1940	Refugees in 2019	Things the children of 1940 & 2019 have in common
AC2.2	AC2.2	AC2.1
<p>Children are placed with host family. Children travel on an organised train. Journey with adult helpers. Children communicate by letter.</p>	<p>Many smugglers. Risky. Inappropriate boats. Smartphones to find family members. Communication difficulties highlighted. AC2.2</p>	<p>Some children don't have suitable for their belongings. Children travel without their parents. Children can only take what they can carry. Children are scared and apprehensive. Children miss their home life & families and parents. Children don't know when life is going to calm down.</p>

Excellent level of detail

Evidence of annotation

LO: To understand why religious features are important to believers.

LO1: AC1.1



Pulpit

A raised box where the minister talks from.



Lectern

A stand for the church Bible.



Font

Contains holy water for baptism.

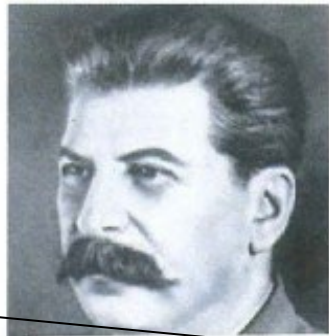
D

AC that this work relates to

AC12
World War II faces task – can you identify these key figures?



Franklin D. Roosevelt



Joseph Stalin



General Charles de Gaulle



Lord Woolton



Adolf Hitler

AC that work relates
to & evidence of
correction

Assessment Criteria AC1.1 Outline features found in TWO PLACES of worship which are used in worship

Pupil Task

(i) Outline (describe) each of the features in a CATHOLIC CHURCH in as much detail as possible

Identify the feature	Describe the feature
Altar	The Altar is the table where the Bread and wine, candle and the holy book goes and people have the last supper. ✓
Baptismal Font	The Baptismal Font is made out of stone and metal by the door of the church next to the altar and the Holy water is used for baptisms. ✓
Lectern	The lectern is a reading desk and it's next to the altar for teaching for reading the bible people about Jesus. ✓
Bible	The bible is where people learn about god and it's got stories in it about Adam and Eve and they are holy stones. ✓
Stained Glass Windows	The stained glass windows is the teach people about god and stories from the bible and it tells you about the last supper. ✓

Assessment Criteria AC1.1 Outline features found in TWO PLACES of worship which are used in worship

Pupil Task

(ii) Outline (describe) each of the features in a JEWISH SYNAGOGUE in as much detail as possible

Identify the feature	Describe the feature
The Ark	The Ark is the toran scrolls and it's kept in a special cupboard East wall of the synagogue the laws of god. ✓
Ner Tamid (eternal light)	The Ner Tamid is a light and always lit his laws and the ner tamid is next to the ark and god is always present. ✓
Erzat Nashim (women's gallery)	The Erzat Nashim Men and women sit separate. ✓
Bimah	The Bimah is a raised platform in the middle of front so everyone can see so the person can read the toran. ✓
Scrolls	The scrolls is a Jewish book of laws and when you are reading they hold a handle because they can't touch the paper. ✓

AC that work relates to & evidence of correction

Completing course documentation



 ENTRY PATHWAYS (QCF)
LLWYBRAU MYNEDIAD (FICCh)

CANDIDATE AUTHENTICATION SHEET

This sheet must be included with each candidate's folder submitted for moderation

UNIT TITLE(S): _____

CENTRE NAME: _____ CENTRE NUMBER: _____
CANDIDATE NAME: _____ CANDIDATE NUMBER: _____

NOTICE TO CANDIDATE

The work you submit for assessment must be your own.

If you copy from someone else, allow another candidate to copy from you, or if you cheat in any other way, you may be disqualified from at least the qualification concerned.

DECLARATION BY CANDIDATE

I have read and understood the Notice of Candidate (above). I have produced the attached work without any help other than that which my teacher has explained is acceptable within the specification.

CANDIDATE SIGNATURE: _____ DATE: _____

DECLARATION BY TEACHER

I confirm that the candidate's work was conducted under the conditions laid out by the specification.

I have authenticated the candidate's work and am satisfied that to the best of my knowledge the work produced is solely that of the candidate. Signed candidate declarations for the entire cohort will be kept on file.

TEACHER SIGNATURE: _____ DATE: _____

A British Society in the Past – ENTRY 3

WJEC ASSESSMENT RECORD


Candidate Name _____ Candidate No. _____
Centre Name _____ Centre No. _____

	Assessment Criteria	Met	Evidence
LO1	<p>AC1.1 Outline features and characteristics of a particular British society in the past.</p> <p>AC1.2 Outline the importance of certain people in a particular British society in the past.</p>		
LO2	<p>AC2.1 Identify similarities between a particular British society in the past and their own times.</p> <p>AC2.2 Outline how people's lives in a particular British society in the past were different from life today.</p>		
LO3	<p>AC3.1 Categorise different types of historical sources from a particular British society in the past.</p> <p>AC3.2 Use historical sources to make observations about a particular British society in the past.</p>		

General Comments

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

A British Society in the Past:ib

 ENTRY PATHWAYS
WITNESS STATEMENT

Qualification: _____

Candidate's Name: _____ Candidate's Number: _____

Assessment Criteria Achieved:
Task:

Assessment Criteria Achieved:
Task:

Assessment Criteria Achieved:
Task:


Assessment Criteria Achieved:
Task:

I can confirm that the candidate has demonstrated achievement of assessment criteria as documented above.

Signed (Centre): _____
Position: _____ Date: _____

Completing Candidate Authentication Sheet



 ENTRY PATHWAYS (QCF)
LLWYBRAU MYNEDIAD (FfCCh)

CANDIDATE AUTHENTICATION SHEET

This sheet must be included with each candidate's folder submitted for moderation

UNIT TITLE(S): _____

CENTRE NAME: _____ CENTRE NUMBER: _____
CANDIDATE NAME: _____ CANDIDATE NUMBER: _____

NOTICE TO CANDIDATE

The work you submit for assessment must be your own.

If you copy from someone else, allow another candidate to copy from you, or if you cheat in any other way, you may be disqualified from at least the qualification concerned.

DECLARATION BY CANDIDATE

I have read and understood the Notice of Candidate (above). I have produced the attached work without any help other than that which my teacher has explained is acceptable within the specification.

CANDIDATE SIGNATURE: _____ DATE: _____

DECLARATION BY TEACHER

I confirm that the candidate's work was conducted under the conditions laid out by the specification.

I have authenticated the candidate's work and am satisfied that to the best of my knowledge the work produced is solely that of the candidate. Signed candidate declarations for the entire cohort will be kept on file.

TEACHER SIGNATURE: _____ DATE: _____

You must complete a Candidate Authentication Sheet for each unit submitted by a candidate for moderation.

It must be signed and dated by

- the candidate
- the teacher

Completing the Assessment Record Sheet

A British Society in the Past - ENTRY 3

WJEC ASSESSMENT RECORD

Candidate Name _____ Candidate No. _____
Centre Name _____ Centre No. _____

	Assessment Criteria	Met	Evidence
LO1	AC1.1 Outline features and characteristics of a particular British society in the past.		
	AC1.2 Outline the importance of certain people in a particular British society in the past.		
LO2	AC2.1 Identify similarities between a particular British society in the past and their own times.		
	AC2.2 Outline how people's lives in a particular British society in the past were different from life today.		
LO3	AC3.1 Categorise different types of historical sources from a particular British society in the past.		
	AC3.2 Use historical sources to make observations about a particular British society in the past.		

General Comments

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

A British Society in the Past/1b

You must complete an assessment record sheet for each unit submitted by each candidate for moderation.

It should be the correct one for the level of entry (E2 or E3).

Assessment Record Sheet



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

Assessment Record Sheet

- completed exemplars: Good practice

Places of Worship – ENTRY 3
WJEC ASSESSMENT RECORD

Candidate Name _____ Candidate No. _____

Centre Name _____ Centre No. _____

LO	Assessment Criteria	Met	Evidence
LO1	AC1.1 Outline features found in two places of worship which are used in worship.	✓	Photos: Slide 2 of ppt. presentation (features in Catholic Church) Photos: Slide 3 of ppt. presentation (features in Jewish Synagogue) p.5 Features marked on plan of Catholic Church p.6 Features marked on plan of Jewish Synagogue
	AC1.2 Outline how certain religious features are used in worship.	✓	Oral description of how features in ppt. presentation are used in Catholic and Jewish worship (Witness Statement)
LO2	AC2.1 Give reasons why certain religious features found in places of worship are important to believers	✓	Questionnaire completed on visit to Catholic Church Questionnaire completed on visit to Jewish synagogue
	AC2.2 Give reasons why the buildings used as places of worship are important to believers	✓	As above
	AC2.3 Give reasons why places of worship are important to believers	✓	p.8 Lists of how community use the Catholic Church and Jewish Synagogue

PEOPLE AND PROTEST – ENTRY 3
WJEC ASSESSMENT RECORD

Candidate Name _____ Candidate No. _____

Centre Name _____ Centre No. _____

LO	Assessment Criteria	Met	Evidence
LO1	AC1.1 Give general reasons why people decide to protest.	✓	watched page 6 watched + research pys 6 + 7
	AC1.2 Give reasons why specific groups decided to protest.	✓	pp. pae 10-15
LO2	AC2.1 Outline methods used by groups to protest.	✓	our own protest pge 2-4 pp. produced by student pge 5
	AC2.2 Give reasons why protest groups used certain methods.	✓	wished pge 7 wished pge 10
LO3	AC3.1 Indicate whether the protests studied improved people's lives.	✓	pp. pge 10-15 watched pge 19 watched pge 20.
	AC3.2 Give reasons why the protests studied improved people's lives.	✓	watched pge 21.

Clearly stated where & how evidence of AC can be found

Example of good practice

- Specific detail in Evidence column:
 - **Photographs** on **specific slides** in **Powerpoint presentation** relating to Catholic church and Jewish synagogue
 - Reference to **Witness Statement**
 - Reference to **questionnaire**
 - **Specific page** numbers in a **booklet**
 - **Specific page / slide** in a **Powerpoint presentation**

Assessment Record Sheet

- completed exemplars: Poor practice

Looking at your History – ENTRY 2

WJEC ASSESSMENT RECORD

LO	Assessment Criteria	Met	Evidence
LO1	AC1.1 Identify an important development or issue in a local area in the past.	✓	See booklet
	AC1.2 State how the local area was affected as a result of the issue.	✓	
LO2	AC2.1 Identify sources that can be used to find out about a local development or issue.	✓	See booklet
	AC2.2 Select information from historical sources about this local development or issue.	✓	
LO3	AC3.1 Present material about the local development or issue.	✓	See booklet

General Comments:

Joshua has verbally discussed lots

Specific details not outlined in evidence column

Poor practice


- Information in Evidence column is not specific. Insufficient detail given.
 - **‘See booklet’** does not point the moderator to where exactly in the candidate work the Assessment Criteria have been met.
 - Centres need to use and reference a Witness Statement to outline what candidate verbally discussed in relation to the Assessment Criteria.

Completing a witness statement



- Use WJEC witness statement from Entry Pathways Humanities website - centres should not create their own.
- It is not sufficient to merely state that an individual candidate took part in a class discussion or activity.
- A Witness Statement should be used to outline the specific response of a candidate or describe precisely what the candidate contributed to a group or class activity.
- One Witness Statement for the whole class is not sufficient.
- Examples of correctly completed Witness Statements can be accessed on the WJEC website.

Witness statement



**ENTRY PATHWAYS
WITNESS STATEMENT**

Qualification: _____

Candidate's Name: _____ Candidate's Number: _____

Assessment Criteria Achieved:
Task:

Assessment Criteria Achieved:
Task:

Assessment Criteria Achieved:
Task:

Assessment Criteria Achieved:
Task:

I can confirm that the candidate has demonstrated achievement of assessment criteria as documented above.

Signed (Centre): _____

Position: _____ Date: _____

Specific responses



Assessment Criteria Achieved:
Task:
AC1.3 State / Give reasons why ecosystems are endangered
AC2.1 Recognise / Outline ways in which actions of people have threatened an ecosystem in the UK
Through class role play on conflicts in Eyam village, Duaa showed understanding of problems in the village including traffic and noise pollution, litter and damage to plants from walkers

Assessment Criteria Achieved:
Task:
AC3.1 Select ways in which / outline how people can protect threatened eco-systems
Through the class role play, solutions were suggested such as more public transport and fewer cars and more bins. She knew that the village relies on tourists, but the tourists need to respect the paths and wildlife and farm animals.

Assessment Criteria Achieved:
Task:
AC3.2 Select ways in which / outline how governments can protect threatened eco-systems
Duaa explained that the National Park Authority must improve public transport and make sure visitors use bins. They must make signs to follow the country Code.

ENTRY PATHWAYS WITNESS STATEMENT

Qualification: A BRITISH SOCIETY IN THE PAST - ENTRY 2

Candidate's Name: _____

Candidate's Number: _____

* see photo evidence of work produced by the group

Assessment Criteria Achieved: AC1.1/AC1.2
Task: Research + Discussion to determine key nations and leaders in World War 2

Used previous knowledge and an iPad to contribute to the group discussion to sort the countries into the two "sides". He was able to research the leaders to determine which country they would lead. He was confident at identifying the flags, and contributed well to the group work.

* see 'faces' quiz in file

Assessment Criteria Achieved: AC1.1/2
Task: Identifying key people from the war who would have been known to British people

Completed a "faces" quiz where he was able to label some leaders/key figures unaided. He needed support to complete certain pictures and was directed towards an appropriate source of information on the internet.

* see photo evidence of

Assessment Criteria Achieved: AC2.2/3.2
Task: Showing how life was different through using a recipe from the time (original source) and comparing it to a modern recipe.

Contributed to the discussion + observation of the ingredients and he helped with the measuring. He thought that the lack of sugar would affect the war-time chocolate cake however during the "taste test" activity he preferred that cake! He suggested that duck eggs could be used if no hens were available.

Evidence of specific response

Internal standardisation



Why is internal standardisation needed?



- Different units (Geography, History, Humanities, Religious Studies & French) being taught by different teachers.
- All candidates within the same centre must be judged to the same standard across different teachers and teaching groups.
- An **internal verifier** must be appointed to this role.

Role of Internal Verifier

- Check that **all** Assessment Criteria and Learning Outcomes have been achieved.
- Ensure that teachers have completed **all** necessary documentation for the unit:
 - Candidate Authentication Sheet;
 - Assessment Record Sheet;
 - Witness Statement (where applicable).
- Ensure that the correct sample has been scanned in full and uploaded to IAMIS for moderation.

Preparing your sample for submission



Once all units have been completed, corrected, assessed, annotated and internally standardized (to ensure consistency of assessment), each centre must ensure the following:

- all candidate work is available for scanning and uploading.
- a **candidate authentication sheet** has been completed and signed by both teacher and candidate for each unit completed.
- an **assessment record sheet** has been completed and signed by the assessor for each unit completed.
- where relevant, a **witness statement** has been completed and signed.

Using IAMIS



- A detailed guide on uploading centre results and sample candidate work to IAMIS can be found under the Administration > Internal Assessment section of WJEC/Eduqas websites.

<https://www.wjec.co.uk/umbraco/surface/blobstorage/download?nodeId=51650>

You can upload any type of file (i.e. pdf, Word, JPEG, MP3, PowerPoint). Multiple files can be uploaded if required.

Using IAMIS



- **Unit outcomes** (Pass or Absent) for each candidate must be submitted via the Internal Assessment Mark Input System (IAMIS) by the specified date in each year of certification.
- Once unit outcomes have been submitted to WJEC by clicking the '**submit**' button centres can then click the '**View Samples**' button.
 - The system will automatically identify the sample candidates whose work should be uploaded for moderation.
 - Centres should only upload samples requested by IAMIS and cannot substitute the work of a requested candidate with the work of another.

Uploading samples to IAMIS



- Centre assessment outcomes and samples of work must be uploaded on **IAMIS** by the stipulated submission dates.
 - The relevant dates for each series can be found by using the link on the WJEC/Eduqas Entry Pathways Humanities homepage.
- Please be aware that postal submissions will **NOT** be accepted and the sample will be returned to the centre.
 - *No work should be sent to WJEC offices.
 - *No work should be sent directly to moderating team.

Uploading samples to IAMIS

- The majority of centres cope well with the task of uploading samples, facilitating moderation and the awarding of the Entry Pathways qualification.
- The majority of candidate work submitted for moderation is presented in a professional manner and is easy to follow for the moderator.
- However, the task of uploading candidate work for moderation proves to be problematic for some centres. Issues include:
 - **The sample not being uploaded to IAMIS for moderation as per the submission deadline.**
 - **The sample uploaded for moderation being incorrect and not as requested i.e. the sample too small / large.**
 - **Candidate work for all assessment criteria not uploaded.**

Sample size

- Following WJEC guidance, the number of candidates required in the sample is based on the size of the cohort:
 - 1-10 candidates: **3 samples required**
 - 11-20 candidates: **5 samples required**
 - 21+ candidates: **7 samples required**
- IAMIS will inform centres of the candidates that should be supplied in the sample once outcomes are submitted.
- It is important that centres upload the correct sample in line with WJEC regulations, including specified deadlines.

Good practice in uploading sample



- When uploading work for moderation, centres should arrange the candidate work, in as far as is possible, in order of the assessment criteria, as outlined on the Assessment Record Sheet (from AC1.1 through to AC3.3 etc.).
- If candidate work for any of the 5 French units has been submitted for moderation a **sound file** of the candidate speaking French (AC 2.2) must be uploaded (N.B. a Witness Statement may not be used in this respect).

Good practice in uploading sample



- All samples include a completed **Assessment Record Sheet** (per candidate and unit) and a **Candidate Authentication Sheet** (signed by candidate and teacher) and **Witness Statement** where appropriate.
 - These can be accessed in the Unit Specifications section of the Entry Pathways Humanities section of the WJEC or Eduqas websites.
- Candidate work is presented in a logical order, is easy to follow and facilitates moderation.

Poor practice

- Candidate work uploaded in a haphazard manner (not in logical order/pages upside down etc). Centres must quality assure their submissions.
- No evidence relating to individual Assessment Criteria:
 - Check that **ALL** assessment criteria have been met for each unit by each candidate.
 - **Internal verification** of work to be submitted for moderation by another teacher in the centre would be helpful in this respect.
 - Do not submit candidate work for moderation if all assessment criteria have not been clearly and fully met by the candidate.

Final checks before submission



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



External Moderation by WJEC/Eduqas



Why do we have external moderation?



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

What do moderators do?

- Moderators will use the following checklist to ensure that coursework has been set and assessed in accordance with WJEC guidelines:
 - **Task-Setting:** Are tasks set within the requirements of the unit specification?
 - **Assessment Criteria:** Have they all been applied appropriately?
 - **Administration:** Have WJEC's administrative and procedural instructions been followed?
 - **Annotation:** Has the candidates' work been properly annotated?
 - **Authentication:** Has the candidates' work been properly authenticated?
 - **Standardisation:** Is standardisation *within* the centre effective?

How does external moderation work?



- When centres upload their EP Humanities work to IAMIS it can be seen by the moderating team.
- This team will decide on standards of achievement and consistency among centres.
- The moderating team contains subject experts in each of the Humanities areas.
- The key decision will be whether the submitted work represents the standard which matches the assessment criteria for that unit for that particular level.
- There must be evidence that all criteria have been met.
- Centres should ensure that work submitted for moderation should be worthy of the specified standard.
- If the work is deemed not to have achieved the required standard for that level the credit for that unit will not be given to the candidate.
- Centres will receive feedback via a **centre report**.

Requests for further samples



- If the moderator deems it necessary, additional samples may be requested from centres **at any time** during the May/June moderation window.
- Where this occurs, centres will be contacted directly by the moderator (via the Exams Officer) and any additional candidate samples requested will be visible on IAMIS.
- Centres are expected to comply with requests for additional work within 72 hours of the request being made.
- Therefore, **centres must ensure that all candidate work is ready and available for upload** should it become necessary.
- Any additional work must be uploaded in the same manner as the first sample and must be accompanied by correct and complete paperwork.

Results and Certificates



- The results for Entry Pathways examinations will be issued to centres as follows:
 - January series: early March
 - June series: early July
- The certificates will be issued to centres in **late May for January series'** and **late September for June series'** in each year of certification.
- Candidates will receive Statement of Credit certificates (listing every unit they have achieved) and Qualification certificates (providing the qualification cash in code has been entered and achieved).
- Centres should make a note of Key Dates for each series as published on WJEC/Eduqas websites (using link on Entry Pathways Humanities homepage).

And finally.....



- If you have any questions in relation to the internal assessment of candidate work for the Entry Pathways Humanities course and the uploading of it for moderation please contact:

EntryPathwaysHumanities@wjec.co.uk