



Entry Pathways Principal Moderators' Report



Additional English
Entry Pathways
Summer 2024

Introduction

Our Principal Examiners' 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 a 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 valuable 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 exam preparation, to understand how to avoid pitfalls and to add to their revision toolbox.

Further support

Document	Description	Link
Professional Learning / CPD	WJEC offers an extensive programme of online and face-to-face Professional Learning events. Access interactive feedback, review example candidate responses, gain practical ideas for the classroom and put questions to our dedicated team by registering for one of our events here.	https://www.wjec.co.uk/home/professional-learning/
Past papers	Access the bank of past papers for this qualification, including the most recent assessments. Please note that we do not make past papers available on the public website until 12 months after the examination.	Portal by WJEC or on the WJEC subject page
Grade boundary information	Grade boundaries are the minimum number of marks needed to achieve each grade. For unitised specifications grade boundaries are expressed on a Uniform Mark Scale (UMS). UMS grade boundaries remain the same every year as the range of UMS mark percentages allocated to a particular grade does not change. UMS grade boundaries are published at overall subject and unit level. For linear specifications, a single grade is awarded for the subject, rather than for each unit that contributes towards the overall grade. Grade boundaries are published on results day.	For unitised specifications click here: Results, Grade Boundaries and PRS (wjec.co.uk)

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.

Exam Results Analysis	WJEC provides information to examination centres via the WJEC Portal. This is restricted to centre staff only. Access is granted to centre staff by the Examinations Officer at the centre.	Portal by WJEC
Classroom Resources	Access our extensive range of FREE classroom resources, including blended learning materials, exam walk-throughs and knowledge organisers to support teaching and learning.	https://resources.wjec.co.uk/
Bank of Professional Learning materials	Access our bank of Professional Learning materials from previous events from our secure website and additional pre-recorded materials available in the public domain.	Portal by WJEC or on the WJEC subject page.
Become an examiner with WJEC.	We are always looking to recruit new examiners or moderators. These opportunities can provide you with valuable insight into the assessment process, enhance your skill set, increase your understanding of your subject and inform your teaching.	Become an Examiner WJEC

Contents

	Page
Executive summary	5
Unit 6350: Exploring Shakespeare	6
Unit 6351: Communicating Experiences	7
Unit 6352: Creating Narratives	8
Unit 6353: Exploring Events in Audio/Visual Texts	9
Unit 6354: Exploring Narratives	10
Unit 6355: Exploring Poetry	11
Supporting you – useful contacts and links	12

Executive Summary

Summer 2024 demonstrated a slightly bigger entry, with the centre count across available units totalling 273 for June 2024, compared with 246 in June 2023. All of the available units received entries at E3, E2 and L1, unlike the previous summer series.

Overall, there was an increase in total cash-ins: 439 in June 2024 compared with 389 in June 2023.

The majority of the work submitted was of a good standard and showed positive candidate experiences.

In some cases the assessment record and authentication sheet signed by the candidate and teacher were missing, these are an essential requirement for all evidence.

For Unit 6353, it should be noted that the texts must be audio/visual so if the students have read a book and then watched the film, it must be the film that they are considering here.

For Unit 6355, centres should ensure they include copies of the poems studied in case the moderator is not familiar with them.

ADDITIONAL ENGLISH

Entry Pathways

Summer 2024

Unit 6350: Exploring Shakespeare

Overview of the Unit

Shakespeare is made accessible to the least able candidates in the most creative ways. Moderators see photographs and videos of classroom scenes, worksheets with graphics from the texts read, sentence sorting, cloze procedures, diaries, newspapers and many other imaginative approaches.

Tasks

Comments on tasks/questions relating to candidate performance/meeting assessment criteria

Few read the original text at E2 choosing to read simplified versions with just a few introductions to Shakespeare's language in key speeches. One candidate this year thought he was reading a foreign language at first but by the end could see the relevance of the play, *Romeo and Juliet* to his life today in street violence.

Task marking

Comments on approaches to internal marking

This unit is offered at E2, E3 and L1 but centres should study the amplification document closely before setting work for different levels e.g. a storyboard would be acceptable at E2 for AC1.1 but not at E3 or L1. If an essay is submitted for L1 it must be marked and annotated against the assessment criteria and if there is not evidence of all the criteria, extension exercises should be undertaken.

ADDITIONAL ENGLISH

Entry Pathways

Summer 2024

Unit 6351: Communicating Experiences

Overview of the Unit

The first part of this unit (LO1: be able to communicate about an event or experience) is usually undertaken with some gusto as many candidates do enjoy sharing their experiences whether it is about what happened at Christmas or an account of when their bus broke down.

Tasks

Comments on tasks/questions relating to candidate performance/meeting assessment criteria

LO2 and LO3 ask the candidates to state other people's differing views on a subject and comment on them. This is either done very well or very sparsely. When it is done well, the centre has usually chosen a topic which will have diametrically opposite views e.g. opinions on the use of mobile phones in school from the headteacher and a pupil.

Task marking

Comments on approaches to internal marking

This unit does not have to be delivered orally, but if it is then the centre must supply a transcript. It is not enough just to supply photographs of the candidate standing in front of the class.

ADDITIONAL ENGLISH

Entry Pathways

Summer 2024

Unit 6352: Creating Narratives

Overview of the Unit

This is always an enjoyable unit to moderate because the candidates never cease to amaze with their imaginations.

Tasks

Comments on tasks/questions relating to candidate performance/meeting assessment criteria

Many centres do preparatory worksheets on describing characters and settings before writing a narrative; unfortunately, some are content that the exercises have been done and do not include these skills in the narrative, which again would seem a missed opportunity.

Task marking

Comments on approaches to internal marking

This is worth three credits and so should be the result of about 30 hours of work.

ADDITIONAL ENGLISH

Entry Pathways

Summer 2024

Unit 6353: Exploring Events in Audio/Visual Texts

Overview of the Unit

Two films/programmes must be studied and the titles of these should be written on the assessment record. Moderation is often hindered by the moderator having to look through the whole unit to try and discover what the films are. It is up to the centre to choose the films which range from *Slumdog Millionaire* to *The Gruffalo*.

Tasks

Comments on tasks/questions relating to candidate performance/meeting assessment criteria

Most centres use stills from the films to aid focus and students respond well to these; some centres use the same basic template for each of the assessment criteria with different stills for the two films. It must be noted that the texts here must be audio/visual so if the students have read a book and then watched the film, it must be the film that they are considering here.

Task marking

Comments on approaches to internal marking

All the assessment criteria must be met from both texts and it is better to study each separately rather than, for example, submitting AC1.1 for both texts, then AC1.2 for both etc. Numbered page references on the assessment record are very helpful.

ADDITIONAL ENGLISH

Entry Pathways

Summer 2024

Unit 6354: Exploring Narratives

Overview of the Unit

Two texts must be studied but time restrictions may not make it possible to study two novels.

Tasks

Comments on tasks/questions relating to candidate performance/meeting assessment criteria

Short stories are also acceptable but if a centre chooses a novel and a short story, it should be noted that equal weight should be given to both texts. Favourites are still *of Mice and Men* and *Lamb to the Slaughter*. If a short story is chosen it is helpful if a copy is included in the folder of work.

Task marking

Comments on approaches to internal marking

As in Unit 6353, worksheets including graphics from the texts are often created by the centres in criteria-led supportive task setting.

ADDITIONAL ENGLISH

Entry Pathways

Summer 2024

Unit 6355: Exploring Poetry

Overview of the Unit

The range of poetry chosen by centres is very wide, from William Blake's *A Poison Tree* to *Sick* by Shel Silverstein.

Tasks

Comments on tasks/questions relating to candidate performance/meeting assessment criteria

War poetry and narrative verse remain the most popular. Again, centres should include copies of the poems studied in case the moderator is not familiar with them.

Task marking

Comments on approaches to internal marking

Although there is free choice with this unit, the work must demonstrate knowledge of poetic features so if the poem is very simple, the centre will need to choose others demonstrating a range of features.

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: 029 2240 4293

Email: elcenglish@wjec.co.uk

Qualification webpage: [Additional English Entry Pathways | WJEC](#)

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

CPD Training / Professional Learning

Access our popular, free online CPD/PL courses to receive exam feedback and put questions to our subject team, and attend one of our face-to-face events, focused on enhancing teaching and learning, providing practical classroom ideas and developing understanding of marking and assessment.

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

WJEC Qualifications

As Wales' largest awarding body, WJEC supports its education community by providing trusted bilingual qualifications, specialist support, and reliable assessment to schools and colleges across the country. This allows our learners to reach their full potential.

With more than 70 years' experience, we are also amongst the leading providers in both England and Northern Ireland.



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