



Entry Pathways

Principal Moderators' Report

January 2026

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Introduction

Our Principal Moderators' report provides offer 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

The Winter 2026 moderation cycle was successfully completed, with most centres submitting well-organised, clearly structured submissions that included fully completed Candidate Authentication Sheets, Assessment Record Sheets, and all required supporting evidence. Submissions were of a generally good standard and reflected the breadth and depth of candidate achievement across the Entry Pathways suite.

Centres successfully tailored activities to candidate interests in line with the relevant assessment criteria, and provided candidates with opportunities for progression, independence, and practical application. It is essential, however, that candidates are submitted for the most appropriate level in line with the assessment criteria and unit amplification. The Winter 2026 series highlighted that, in some Level 1 submissions, further development was needed to ensure evidence was clearly aligned to the assessment criteria, and fully supportive of candidate achievement.

Where substantial projects such as drama productions, musical performances, or sports activities were completed, candidates were able to benefit from authentic, purposeful and rewarding experiences that enhanced engagement and successful outcomes. Clear labelling of evidence is however, required for all candidates identified within the moderation sample. Centres are also encouraged to submit only relevant material, and ensure that all assessment criteria are fully evidenced, using clear cross-referencing and annotation to support. Centres are also expected to act upon advice provided in previous moderator reports to ensure that assessment decisions are accurate, consistent and fully aligned with the requirements of the qualification. Where witness statements were individualised to clearly demonstrate each candidate's performance against the relevant assessment criteria and used to support the main body of evidence, they provided valid, specific evidence of achievement and clearly demonstrated how the candidate had met the criteria. Witness statements should, however, not be relied upon as the sole demonstration of achievement.

Some centres made good use of annotation within the work or on Assessment Record Sheets to indicate how assessment criteria had been met. Best practice across the submissions demonstrated a successful use of detailed comments, page references and the effective use of the Assessment Record Sheets to clearly signpost where evidence of successfully achieving the assessment criteria could be found. Internal verification and standardisation processes were also evident from most centres, but these processes require continued strengthening to ensure accuracy and consistency of assessment decisions. Centres are reminded to use the Internal Verification Checklist and ensure that all Candidate Authentication Sheets are current and correctly signed as part of the centre assessment process and prior to external moderation.

Where documentation was initially missing or incorrect, centres responded promptly, although these instances highlight the importance of thorough pre-submission checks, careful pre-moderation verification, and adherence to all relevant deadlines. All candidate work should also be submitted as a single PDF file (or similar), and include all current authentication documents, to support both efficient moderation and the accuracy and authenticity of the submission(s).

Overall, centres are commended for their careful planning, creativity, and commitment to providing meaningful and engaging learning experiences. Candidates demonstrated confidence, skill development, and pride in their achievements, with clear progression across levels where appropriate. The Winter 2026 moderation cycle confirms that, when well-planned and executed, Entry Pathways qualifications provide high-quality, engaging, and inclusive learning experiences for all candidates.

ADDITIONAL ENGLISH

Entry Pathways

January 2026

General Comments

The Additional English qualification is designed to remove barriers and enable candidates to demonstrate their understanding of English language and literature. Candidates may respond orally or in writing, and spelling is not assessed; however, all work must be legible. Where handwriting is unclear, work should be typed or carefully transcribed.

Guided learning hours are advisory, approximately ten hours per credit and Centres must provide sufficient evidence to demonstrate achievement of all assessment criteria. Witness statements should be detailed and verbatim, as general statements confirming achievement are insufficient.

Work should be tailored to suit the candidates' interests. WJEC have worksheets online for centres to use but these cannot consider what will interest the candidates. Most centres develop their own criteria-led sheets which they know will bring the best out of their candidates. For example, this might involve including relevant topics for discussion in Unit 6351, illustrations from novels for Unit 6354 and stills from films for unit 6353. If the work is not criteria-led, it must be carefully annotated against the relevant assessment criteria.

Each folder should begin with an authentication sheet and an assessment record, including numbered page references to support efficient moderation. This should ideally be submitted with all candidates work as a single PDF. Finally, the importance of the amplification document cannot be over-stressed; it is essential that teachers are aware of the differences in challenge posed by E2, E3 and L1. At each successive level, evidence submitted must be more detailed and robust than what was expected before.

Administration

Centres are responsible for presenting evidence clearly and in an organised manner. Authentication sheets and assessment records must be included at the start of each folder, with page references to guide moderation. Witness statements should give a clear and accurate account of candidate achievement. Where work is submitted digitally, it should be clearly scanned or photographed, with all work accessible to moderators. All handwritten work must also be legible to best support both the assessment and moderation process. Centres must also ensure that evidence can be accessed and assessed without difficulty.

Comments on Individual Units

Unit 6350 Exploring Shakespeare

Romeo and Juliet and *Macbeth* remain the most widely studied texts. At Entry Level 2 (E2), simplified versions are frequently used, often supported by reference to selected scenes from the original plays. Creative approaches to delivery, including performance-based activities, are actively encouraged. If a centre chooses to use WJEC online worksheets they should choose the correct level and adapt them as needs be e.g. enlarging text boxes and/or including illustrations from the texts. If E2 worksheets are selected, regardless of how effectively they are completed, the candidate will not be able to demonstrate achievement at E3 or Level 1, as the assessment criteria at these levels differ. Again, this is where the amplification document is key.

Unit 6351 Communicating Experiences

Learning Outcome 1 may be completed orally or in writing. Where oral evidence is provided, transcripts and detailed witness statements are required. Responses must focus on events or experiences rather than narratives. Storyboards are acceptable at E2, while E3 requires greater detail. Learning Outcome 2 should involve topics that allow contrasting viewpoints, such as the use of mobile phones in school or social media use, and structured debate formats can support successful achievement.

Unit 6352 Creating Narratives

Evidence for this unit often showcases strong creativity. Preparatory work on character and setting should be evident in final outcomes and full narratives are encouraged but not mandatory at E2. Folders should reflect approximately thirty guided learning hours. While spelling and punctuation are not assessed, all work must be legible.

Unit 6353 Exploring Events in Audio/Visual Texts

Assessment records must name all audio/visual texts studied and submissions for this unit should not include written texts or Shakespeare adaptations (as this is studied in Unit 6350). Each text must be addressed separately with comparable time allocated to each. The use of stills and comparison tools, such as Venn diagrams for Entry Level 3, is often effective. This helps candidates to show the key differences between characters.

The choice of audio/visual text is up to the centre. Films vary from *A Grand Day Out* to *The Hunger Games*.

Unit 6354 Exploring Narratives

This unit requires the study of two texts/narratives. Centres frequently select a novel and a short story, or two short stories. All assessment criteria must be evidenced for each text. Popular choices include *A Christmas Carol*, *Lamb to the Slaughter*, *An Inspector Calls*, *Noughts and Crosses*, and *Of Mice and Men*.

Unit 6355 Exploring Poetry

This is a two-credit unit and should reflect approximately twenty guided learning hours. Moderators appreciate it when copies of the poems are included in the folder, alongside the learner work. Frequently studied poems include *Island Man*, *Sick*, and *The Highwayman*. At E2, simpler poems are appropriate, but more than one poem must be studied to demonstrate a range of poetic features.

Moderation of this qualification continues to be a privilege, and the dedication of centres, staff, and candidates is both evident and greatly appreciated.

CREATIVE MEDIA AND PERFORMANCE ARTS

Entry Pathways

January 2026

ART AND DESIGN

General Comments

The January 2026 submission comprised of eight centres and the work presented was generally of a very good standard. There was, once again, clear evidence of effective task/assignment setting, demonstrating a secure understanding of the assessment criteria. A broad cross-section of work was received from over 100 candidates across six of the nine subject areas (predominantly at E2). Many centres demonstrated high standards, with clear and relevant evidence identified.

The digitally submitted work was photographed and documented effectively, enabling a smooth moderation process. In most instances, candidates' progression was clear and easy to follow. However, in a small number of E2 submissions, it was less clear how the assessment criteria had been fully met. Evidence must explicitly address the standards for assessment and provide appropriate coverage of the criteria.

In many cases, centres had assessed accurately and supported submissions with relevant and helpful commentary, which facilitated the moderation process. However, a minority of centres did not include annotation; this requires immediate attention.

Initial research, including references to artists, craftspeople, photographers and designers, was a particular strength in many submissions, with candidates frequently responding through visual investigation alongside detailed written annotation.

Greater emphasis should be placed on close reference to the amplification of content guidance when planning and delivering units, to broaden both the experience and outcomes for candidates. In some instances, a greater range and depth of evidence was required for LO2 and LO3 to support Entry 2 and Entry 3 submissions. It is essential that clear and appropriate evidence is provided for all assessment criteria across every area.

Administration

Assessment record sheet comments were not always consistently completed. It is beneficial for centres to include clear notes on candidates' work and progress in relation to the evidence submitted. In a small number of cases, comments were limited; these should be sufficiently informative and reflect the candidate's development over time. Centres are advised to refer to the WJEC website for further guidance and exemplar material. Documentation of presentations was generally more effectively organised, with clear photographic evidence uploaded to support assessment decisions.

Teachers and candidates are to be congratulated for their hard work and commitment in the successful planning and delivery of Entry Pathways in Art & Design. High-quality images and appropriate presentation formats also contributed to a smooth and efficient moderation process.

Comments On Individual Units

Unit 6306 Ceramics

This unit remains the second most popular within the series. Materials, tools and techniques were used effectively by most centres, enabling candidates to develop and realise their own personal ideas. Centres embraced a broad range of drawing and making techniques and, in many cases, incorporated relevant artist references, allowing candidates to gain confidence and experience in ceramic processes and outcomes.

Unit 6307 Graphic Design

Candidates demonstrated a wide range of drawing, mark-making and digital techniques in logo design and book illustration. Primary source material informed idea development, and imaginative stencil and screen-print outcomes were evident.

Unit 6308 Painting and Drawing

There were some excellent examples of good practice evident across centre submissions at both levels. Many candidates had clearly drawn inspiration from a diverse range of artists and cultural references in the development of their personal work. Strong traditional drawing skills were observed in several submissions, particularly in work produced from direct observation. The accomplished outcomes reflected the extent to which candidates had engaged with, enjoyed and benefited from their practical painting and drawing experiences.

Unit 6309 Photography

Investigations into the work of a range of artists and photographers were documented effectively and led to a variety of engaging outcomes. Themes centred on nature and the natural environment proved popular across all entries. Experimentation with photographic techniques was of a high standard, with montages, collages and a range of shot types explored and replicated with clear understanding, supported by written reflection and initial planning drawings. Digital control and manipulation were generally very strong; however, the over-reliance on digital filters is to be avoided.

Unit 6310 Printmaking

A broad range of printmaking methods was employed by the centre, resulting in a variety of engaging and successful outcomes. Diverse drawing styles were explored in the development of ideas and concepts. Poly printing, multi-layered mono-printing, and screen and stencil printing were used with confidence throughout the unit. Visual references drawn from nature and fashion informed the direction of the work and culminated in outcomes printed onto fabric.

Unit 6312 3D Studies

The standard of 3D outcomes submitted was variable. Initial research, planning and development of ideas were generally very good, with all candidates making effective use of a range of 2D media to support their investigations. A wide variety of artists, craft makers and designers were explored, and these references clearly informed the final outcomes. Some candidates produced confident and well-resolved work using wire, clay, card and paper, while others worked with Modroc and pre-formed masks to realise their ideas.

Centres should ensure that a wide range of 3D media is incorporated, enabling all candidates to fully realise their potential.

CREATIVE MEDIA AND PERFORMANCE ARTS

Entry Pathways

January 2026

DRAMA

General Comments

The Winter 2026 submissions were, overall, of very good quality, with no major concerns arising from the moderation process. In most cases, centres demonstrated a clear understanding of the specification requirements. It was encouraging to see how centres had designed their courses to address all assessment criteria and to provide appropriate evidence demonstrating that these criteria had been met.

All centres ensured that the 'essential' evidence identified on the Assessment Grid was uploaded clearly. Video evidence was generally of good quality, although in some instances it was difficult to identify all candidates included for moderation.

Some centres successfully used a single large project, such as a centre drama production, to cover multiple assessment criteria, submitting supplementary materials to provide evidence for any criteria not fully addressed within the main project. This approach proved effective, with many productions being particularly impressive. It was a pleasure to observe candidates performing before family and friends, giving their work a real sense of occasion and achievement.

Teachers clearly put an enormous amount of time and effort into compiling the portfolio of evidence and writing the detailed commentary in the assessment records. As stated in previous years, teachers have done a tremendous amount of work to enable candidates to get the most out of the qualification and to achieve the highest possible standards they are capable of. The candidates clearly enjoyed the opportunity to take part in a wide range of creative practical activities, and their confidence and pride in their work was evident.

For the next series, centres are reminded to check that all elements on the Assessment Grid (shaded blue for Entry 2 or green for Entry 3) are covered by the programme of study, and that all 'essential' items are submitted as evidence. All candidates must be clearly identifiable in both video and audio recordings, and labelling on the Candidate Assessment Records, as well as any clips uploaded to IAMIS, should be clear and precise to indicate exactly where each piece of evidence can be found.

Administration

The Candidate Assessment Record Sheets played an important role in helping moderators identify which assessment criteria had been met and where evidence of these could be seen within the work. They also provided a helpful checklist to confirm that all aspects of the unit had been delivered and appropriately covered. A small number of centres had not fully completed the Assessment Record Sheets, although all had submitted the required Candidate Authentication Sheets. Where provided, witness statements were generally thorough and offered clear evidence of the candidates' work.

Centres are reminded that when submitting a production involving multiple candidates, there must be a method for moderators to identify each candidate, either through images or video identification.

Comments on Individual Units

Unit 6320 Using the Voice in a Dramatic Context

All candidates demonstrated a good understanding of vocal skills through a variety of activities, ranging from improvisations to short performances. Candidates were guided in exploring different emotions and characters, enabling them to respond effectively through voice. Clear evidence was submitted showing the use of tone, pitch and pace, and there was some demonstration of how volume could be employed to differentiate between contrasting characters. The centre had considered how this skill could be evidenced for moderation purposes.

Unit 6321 Using the Body in a Dramatic Context

All candidates used a combination of mime and improvisation to demonstrate their ability to convey different moods and emotions through movement, gesture and facial expression. They clearly enjoyed taking on roles with differing, often contrasting, status. Video evidence submitted by the centre showed that candidates had engaged enthusiastically with the process. Additional worksheets provided supporting evidence, offering insight into how the work had been developed at the centre. Once again, the centre had carefully considered which examples to use to support candidates in successfully achieving this unit.

Unit 6322 Contributing to a Dramatic Improvisation

It was particularly valuable to see rehearsal footage capturing planning, group discussion and preparation, providing clear evidence of candidates working collaboratively. Candidates were also observed reflecting on how to improve their scenes following filmed rehearsals. Most discussions were teacher-led, which proved highly effective. Written supporting evidence for LO3 was provided, including planning documents that clearly illustrated the development and sequencing of ideas.

Unit 6323 Contributing to a Group Drama Presentation

For this unit, the evidence submitted was of very high quality. Footage of planning meetings provided strong evidence for LO1, and video diaries were effectively used in some cases as an alternative to written documentation. Clear evidence of collaborative working was demonstrated, both on stage and in classroom settings. Several projects were particularly ambitious, with the use of costume, props, sound and music enhancing the overall effect. The inclusion of an audience added a real sense of occasion to the performances.

Overall, this was a very successful moderation series, reflecting high-quality delivery and positive outcomes for candidates.

CREATIVE MEDIA AND PERFORMANCE ARTS

Entry Pathways

January 2026

DESIGN AND TECHNOLOGY

General Comments

Only one centre submitted samples for one unit in this series and the centre is to be commended for the work presented. The samples were presented in a sequential manner in line with the assessment criteria which assisted the moderation exercise and made it easy to follow the thought processes of the candidates. Assessment criteria were correctly applied and supporting evidence included clearly annotated assessment records along with authentication by both staff and candidates.

Administration

Evidence of authenticity, signed by both teacher and candidate, is essential and candidate Assessment Record forms are a useful aid to moderation (particularly when they indicate the location of evidence). All submissions included Candidate Authentication sheets as required. Assessment Record sheets were generally completed and clearly indicated where each assessment criteria could be evidenced. When thoroughly completed and effectively individualised, Witness statements provide helpful context for practical work. Centres are reminded to ensure that all documentation and evidence are uploaded into a single file per candidate, with pages consistently oriented. These administrative measures support efficient moderation and provide a clear record of candidates' achievements.

Comments on Individual Units

Unit 6221 Making a Product

The centre effectively used prepared worksheets to support candidates in presenting evidence for selecting materials, choosing appropriate tools, and demonstrating fixing methods, although some handwriting was difficult to read. Where this occurs, it may be appropriate for candidates to complete worksheets using suitable software if available. Alternatively, guidance could be included on the worksheets to support candidates in presenting their written work.

Photographic evidence was provided to demonstrate the correct use of equipment in making the products, as well as the application of an appropriate finish. Thoughtful evaluations reflected consideration of the strengths and weaknesses of the products produced.

CREATIVE MEDIA AND PERFORMANCE ARTS

Entry Pathways

January 2026

MEDIA

General Comments

The January 2026 submission was small but of very good overall quality. There was once again evidence of excellent task setting, demonstrating a clear focus on the requirements of the assessment criteria. Some centres displayed outstanding practice in producing high-quality, imaginatively devised resources, tailored to the specification and assessment criteria. Centres showed consistency in submitting both samples and administrative documentation, with all providing fully completed Candidate Authentication forms, which is to be commended.

Centres again appeared to adopt a cautious approach, with some E2 candidates showing the potential to achieve at E3. The samples submitted, however, generally displayed a clear distinction between work of E2 and E3 standard in terms of the level of detail and independence of candidate response.

Overall, centres provided samples that clearly demonstrated candidates had achieved the standards for the level entered, resulting in a straightforward and efficient moderation process.

Administration

Centres were consistent in submitting samples and completing administrative requirements. All centres provided Candidate Authentication forms, ensuring the authenticity of the work. Candidate Assessment Record sheets were generally completed, supporting moderators in identifying where each assessment criteria had been met. Centres are reminded to check the Unit Amplification guidance when entering candidates, to ensure those capable of achieving a higher level are provided with the opportunity to do so. Clear labelling of evidence, whether digital or printed, assists efficient moderation and provides transparency of candidate achievement.

Comments on Individual Units

Unit 6300 Exploring Film Genres

Entries were popular and of a high standard, with accurate assessment at both levels and no major issues to report.

Unit 6301 Exploring Advertising

Evidence demonstrated effective task setting and accurate assessment procedures.

Unit 6302 Creating a Print Media Product

The standard of work submitted was very good overall, with one centre submitting exemplary evidence at both levels. Technology was employed effectively, including the use of Canva for design purposes.

CREATIVE MEDIA AND PERFORMANCE ARTS

Entry Pathways

January 2026

MUSIC

General Comments

The submission was of a very good standard overall, with no major concerns arising during moderation. All centres submitted work on time, and the course materials were clear, detailed, and well-organised. Planning, construction, and development of candidate progress were evident, with clear signposting across centres. Evidence was robust and detailed, often supported with video recordings. Differentiation was apparent and effectively implemented, ensuring all candidates were able to demonstrate achievement according to their requirements. Overall, centres demonstrated a high level of commitment, creating detailed workbooks and performance journals, alongside effectively annotated evidence. Video submissions highlighted the enjoyment of candidates during ensemble and solo performances, reflecting confidence and pride. Clear labelling of evidence and candidate identification, particularly in group performances, supported efficient moderation and ensured all submissions were purposeful.

Administration

Assessment records were provided and proved useful in helping moderators identify where assessment criteria had been met, as well as providing a checklist to confirm coverage of all areas. Authentication records were included for all candidates, supporting the integrity of submissions. Centres are reminded to ensure clarity when submitting candidate work, making clear which unit it relates to, and to label videos where possible, including identifiable photographs of learners for group performances. Centres invested considerable time and effort in producing workbooks and performance journals, along with detailed commentary. The videos captured learners' enjoyment during ensemble performances, clearly showing their engagement and enthusiasm, which reflects highly on the centres. Thanks are extended to all centres for their hard work and commitment in providing learners with memorable and valuable experiences.

Comments on Individual Units

Unit 6340 Solo Music Performance

This series featured several highly talented candidates who demonstrated confidence in their performances, exhibiting strong technique and skill, particularly in the vocal presentations. The material chosen was mostly appropriate and candidates had access to equipment where it was necessary. Candidates were able to reflect on their performance overall. Centres should also ensure the backing track volume is appropriately balanced, as in some instances the singing was difficult to hear clearly.

Unit 6341 Ensemble Music Performance

Performances were well chosen for the candidates and displayed appropriate skill level and confidence. There was evidence of developing ensemble techniques with most performances, with different milestones being recorded with some centres. Listening to the steel band was very inspiring. Candidates were also able to reflect on their performance overall.

Unit 6342 Composing Music

The centre provided candidates with some good scaffolding for composition, which suited the needs of the learners. Most candidates were able to generate ideas and develop their compositions over time, with a record of simple journaling to reflect their progress.

HEALTHY LIVING AND FITNESS

Entry Pathways

January 2026

General Comments

For this series, candidates were entered for six different units. The most popular units for this series were Team Competitive Activities and Individual or Partner Activities. The units moderated were Adventurous Activities, Gymnastic Activities, Preparation for Sporting Activities, Individual and Partner Activities, Team Competitive Activities, and Frequent and Regular Activities. All units had entries at both E2 and E3 levels, except Gymnastic Activities, which was E3 only, and Preparation for Sporting Activities, which can only be entered at E2. This was a successful series with all centres moderated remotely for the Winter 2026 series. Most centres provided sufficient information to cover each assessment criteria and communication with centres was generally successful, with the majority responding promptly to any queries from the moderator. Most of the photographic and video evidence was very effective in showing how candidates met the assessment criteria, with some centres using clearly structured PowerPoint presentations to support assessment decisions. Candidates work also provided useful evidence. Overall, the remote moderation process was successful, with most centres uploading evidence that clearly met the required criteria using a variety of methods, including witness statements, candidate work, and photo and video evidence.

Centres should ensure all work is uploaded to IAMIS by the deadline in an accessible format (such as PDF). Witness statements and assessor comments should be individualised and detailed to show how each candidate meets the criteria, and photographic or video evidence must clearly identify the candidates, with the most up-to-date GDPR consent forms completed.

Administration

Moderation was conducted remotely for all centres. Most centres uploaded evidence by the required deadlines and provided clear information for each assessment criteria. Assessment records and witness statements were generally thorough, providing insight into individual achievements. Centres are reminded that all candidate evidence should be easily accessible, ideally in a single PDF file, and that candidates selected for moderation should be clearly identifiable in photographs and video recordings. Authentication forms were provided consistently, aiding the moderation process. Overall, good practice was evident where photos, videos, and candidate work clearly demonstrated achievement against the assessment criteria. The remote moderation process was successful, and centres generally provided evidence that met the required standards. Improvements needed include ensuring all evidence is uploaded on time, formatted for easy access, and clearly identifies individual candidates, with witness statements detailed enough to demonstrate how each candidate has met the required assessment criteria.

Comments on individual Units

Unit 6430 Adventurous Activities

The assessment criteria for this unit were evidenced through candidate photographs, candidate videos and witness statements. Centres primarily focused on paddle sports, with the main activities for moderation being Katanuig and Kayaking. Witness statements supported the video evidence, clearly demonstrating how each candidate met the assessment criteria. Centres also provided clear evidence of candidates following safety requirements and the skills they were able to demonstrate.

Moving forward, it would represent best practice for candidates selected for the sample to be more clearly identified in both photographic and video evidence.

Unit 6432 Gymnastic Activities

The assessment criteria for this unit were evidenced by images of candidate work, witness statements, and candidate videos. Centres included evidence of the candidates' work in planning routines, as well as video evidence of candidates completing their routines. PowerPoint was used effectively to present the work and videos, alongside teacher commentary explaining how the assessment criteria were being met. Candidates were able to demonstrate moves such as star jumps, rolls, tucks, and pikes, as well as make use of some of the gymnastic equipment available.

Unit 6433 Preparation for Sporting Activities

The assessment criteria for this unit were evidenced through candidate work, candidate photographs, and witness statements. Centres made use of multiple candidate worksheets to show how the assessment criteria for safe practice were met, supported by photographs demonstrating candidates applying this knowledge in practical activities. Candidate worksheets also demonstrated an understanding of the importance of warming up, and these were similarly supported by accompanying photographic evidence.

Unit 6434 Individual or Partner Activities

This was one of the most popular units entered in this series. The assessment criteria were primarily evidenced through candidate photographs and witness statements. Centres focused on sports such as Badminton and Boccia. Witness statements detailed the wide range of skills candidates demonstrated during practical activities and showed that they had opportunities to learn and develop these skills over time. Statements also highlighted how candidates were able to identify strengths and areas for improvement in both themselves and other players.

It is important that centres ensure witness statements clearly detail each candidate's individual achievements against the relevant assessment criteria.

Unit 6435 Team Competitive Activities

All centres chose to focus on basketball as the team sport for submission. The assessment criteria were evidenced through witness statements, candidate photographs, and candidate videos. Centres varied in how they presented evidence for this unit, with some providing detailed videos and others submitting more concise witness statements. Nevertheless, all centres successfully demonstrated how the assessment criteria had been met. Centres focused on developing candidates' skills so that they could participate effectively in a game of basketball and work collaboratively as part of a team. Candidates demonstrated an understanding of the game and its rules and were able to identify strengths and areas for improvement in themselves and other players. Question-and-answer sessions were a key method for gathering evidence for these criteria.

Unit 6436 Frequent and Regular Activity

This unit demonstrated a wide range of approaches, including virtual fitness classes, park gyms, community walks, and school fitness programs. Evidence varied from detailed witness statements to teacher comments, with candidates clearly demonstrating evidence of planning, participation, and skill development. Centres should consult the amplification of content for Learning Outcome 3 to ensure full coverage of the assessment criteria is consistently achieved.

HUMANITIES

Entry Pathways

January 2026

General Comments

In the Winter 2026 Series, centres submitted work covering a range of units within the Entry Pathways Humanities qualification. Submissions were made for both the Entry Level 2 and Entry Level 3 awards. For the most part, centres are taking account of the specific comments provided by the moderating team in individual Centre Reports, as well as the more general advice outlined in the Principal Moderator's report. Candidate work demonstrated positive achievement and this course, when well planned, delivered and administered by centres, offers valuable learning experiences and positive outcomes for learners working at Entry Level, alongside candidate enjoyment and a sense of fulfilment. In all units, candidate work offered interesting and contemporary content and effective learning experiences.

The content was appropriate for candidates following this course. Most units were well structured, clearly setting out the tasks required within each unit. Candidate work was generally well labelled and annotated, showing clearly where assessment criteria had been met. Centres used a good selection of appropriate and engaging assessment tasks, enabling candidates to provide evidence that assessment criteria had been fully met. All staff involved in the delivery should consult the guidance on suggested content and assessment tasks provided in each unit specification and contact the WJEC Qualification Officer if advice or support is required. Centres should not submit work if all assessment criteria have not been clearly and fully met by the candidate(s).

Overall, centres are to be commended for their efforts. A significant amount of interesting work has taken place, and candidates have clearly gained much from the experiences provided.

Administration

Most of the candidates' work submitted for moderation was presented successfully, easy to follow, and facilitated the moderation process. When uploading work for moderation, centres should organise candidate work, where possible, in the order of the assessment criteria as outlined on the Assessment Record Sheet. It is essential that a fully completed Candidate Authentication Sheet is uploaded with each unit submitted. All candidate work submitted for moderation must also be fully corrected and annotated, indicating whether it has been accepted as correct and/or appropriate. Guidance on preparing and uploading candidate work to IAMIS for moderation can be accessed via the Entry Pathways Humanities webpage.

Comments On Individual Units

Centres are reminded that guidance on preparing and uploading candidate work to IAMIS is available on the Entry Pathways Humanities webpage. All staff involved in delivery should refer carefully to the suggested content and assessment guidance within each unit specification and contact the WJEC Subject Officer where advice or clarification is required. When submitting work for moderation, centres should organise evidence in line with the assessment criteria as outlined on the Assessment Record Sheet. A fully completed Candidate Authentication Sheet must be included for each unit submitted. All work must be fully corrected and clearly annotated to indicate where assessment criteria have been met, and centres should not submit work unless all criteria have been clearly and fully achieved.

Overall, centres are commended for their efforts. A considerable amount of engaging work has taken place, and candidates have clearly benefited from the learning experiences provided.

ICT USERS

Entry Pathways

January 2026

General Comments

This was the thirteenth winter series for the Entry Pathways Information Technology qualification. Some centres entered candidates for unit accreditation only, while others submitted work for the full award.

Seven centres submitted work for this session. While there was some excellent practice, several centres entered candidates at Level 1 without providing sufficient evidence to justify this assessment. For future series, centres must ensure that an appropriate range of content, as outlined in the 'Amplification of Content' section, is covered to allow candidates to meet the assessment criteria and achieve a pass. Centres should also consider entering candidates at an Entry level, especially if a previous moderator's report has indicated inadequate coverage of the required range for Level 1. Further guidance on distinguishing Level 1 work from Entry level work is provided later in this section.

Administration

The administration of candidates' work was generally effective. Most centres included the required documentation and clearly indicated where evidence could be found within the candidates' portfolios. It is essential that centres include the Candidate Authentication Sheet, which now contains an Artificial Intelligence disclaimer, alongside the Assessment Record Sheet. Without the required authentication document(s) moderators cannot award a pass. Some centres numbered pages and included an index, which was particularly helpful and demonstrated good organisation.

There appears to be an increase in the use of the Assessment Record Sheet as a witness statement. The information recorded on Assessment Record Sheet should clearly indicate to the moderator where the relevant evidence can be located. Witness Statements should be submitted separately. All centres should upload a single PDF file containing the Candidate Authentication Sheet, the Assessment Record Sheet, and the candidates' work. Only evidence that directly supports the assessment criteria should be included and submitting large volumes of individual files is not an acceptable submission method, as it can hinder the efficiency of the moderation process. A single authenticated PDF also helps to ensure transparency and authenticity of the work submitted.

Cross-referencing evidence across units is acceptable; for example, a single printout of a candidate's files can be used to meet requirements in multiple units. Centres should ensure not only that the Assessment Criteria are met but also that the required range is demonstrated, using checklists where appropriate. Witness statements should be used only when it is difficult to demonstrate evidence otherwise. Centres should use the WJEC pro-forma available on the ICT Users Entry Pathways webpage. Before uploading, teachers should also review all evidence to ensure it is sufficient for the moderator to make an accurate assessment.

The following guidance outlines the evidence that should be supplied for Level 1 candidates to demonstrate reasonable coverage of the specification. Entry level candidates are also expected to provide evidence of range, although moderators will expect a more limited scope. Where Level 1 requirements cannot be fully met, centres should consider entering candidates at an appropriate Entry level instead.

Comments on Individual Units

Unit 6380 L1 Improving Productivity

For the Improving Productivity units, regardless of the level at which candidates are working, there must be a clear purpose for carrying out the work. The first assessment criteria for these units requires candidates to identify the purpose for using IT. Without this, it becomes very difficult for moderators to award a pass. The purpose should be meaningful and relatable to the candidate. Evidence should show that the candidate can identify a task which could be improved using an IT system, plan how to carry out the task, use IT to complete the task, and evaluate the completed task.

When assessing work at Level 1, assessors must consider whether the work submitted work meets its stated purpose and is of a standard that could realistically be useful. A clear purpose is essential at all levels, and candidates must provide evidence demonstrating that they can identify a task to improve using IT, plan the task, complete it using IT, and evaluate the outcome. Assessors should then determine whether the submitted work fulfils its intended purpose and meets the required standard.

Unit 6388 L1 Spreadsheet Software

When assessing work at Level 1, assessors must focus on specific aspects of the specification that distinguish candidates working at this level. Spreadsheets should be used to manipulate numerical data, and assessors should consider the complexity of the spreadsheets produced. Candidates are expected to use not only simple arithmetic formulas such as add, subtract, multiply, and divide, but also common functions including SUM, AVERAGE, MAX, and MIN. There must be a clear purpose for using these functions, demonstrating practical application rather than simply showing technical ability. A printout of the formula view should be included to provide evidence of the work carried out.

All work at Level 1 must have a clear and stated purpose. Assessors should consider how the Level 1 characteristics outlined in the specification are demonstrated in practice through the evidence presented, ensuring that candidates use spreadsheets purposefully to manipulate numerical data with appropriate complexity. For spreadsheets, candidates should use them to manipulate numerical data with appropriate complexity. This includes simple arithmetic (add, subtract, multiply, divide) and common functions such as SUM, AVERAGE, MAX and MIN. These functions must be used purposefully, not merely to demonstrate technical ability.

Unit 6390 L1 Using Word Processing Software

Word processing at Level 1 is focused on producing well-formatted documents with accurate spelling and grammar. Candidates should be able to format documents correctly. For example, a formal letter should include elements such as the address, date, telephone number, email address, subject line, and other relevant details, and there should be a clear reason for producing the document. Evidence must include before and after printouts within the candidate's portfolio.

Overall, word processing evidence should demonstrate the production of well-structured and correctly formatted documents, showing attention to spelling, grammar, and purpose. For example, a formal letter should include correctly formatted elements such as addresses, date, subject line and contact details, and there must be a valid reason for producing the document.

Unit 6392 L1 Presentation Software

At Level 1, presentations must have a clear and purposeful context. It is not acceptable for candidates to produce presentations solely on personal interests, such as their favourite football team, pop group, or animals, without a reason for doing so. Instead, candidates should produce presentations with a meaningful purpose, for example, persuading candidates to choose healthier foods in the school canteen, advertising a local five-a-side football league,

or promoting the school's next drama production. For example, in a healthy eating presentation, the candidate should clearly state at the start that they have been asked by the canteen manager to produce a presentation on healthy options available. The finished presentation should be of a standard suitable for its intended audience, in this case displayable in the canteen.

Centres must upload both the candidates' PDF and the original application file, as moderators need to see the use of animations and transitions. Presentations must demonstrate a genuine purpose and relevance, and the work should be appropriate for the audience and context.

Suitable examples include presentations promoting healthy eating in the school canteen, advertising a local sports league or publicising a school production. The purpose should be clearly stated, and the presentation should be of a standard suitable for its intended audience. Centres must upload both the PDF and the original application file so moderators can view animations and transitions.

Unit 6401 L1 Using Email

At Level 1, moderators recognise that emails are often used informally and may contain spelling or grammatical errors. Moderators will, however, expect evidence that candidates can use key email functions including cc, bcc, reply, reply all, forward, and address books, as well as attach files appropriately. Evidence for these skills should be provided through printouts of sent and received emails.

Candidates should also demonstrate an understanding of potential email risks, such as spam, phishing, chain emails, and viruses. This knowledge should be evidenced through candidate work, for example a question-and-answer sheet, rather than a teacher's comment. Centres may link email tasks to previous word-processing activities by including relevant attachments, ensuring that the work demonstrates purposeful use of email features and awareness of safe practices.

For email evidence, moderators will look for use of appropriate features such as cc, bcc, reply, reply all, forward, address books and attachments. This can be evidenced through printed copies of sent and received emails. Candidates must also demonstrate awareness of email risks (e.g. spam, phishing, chain emails and viruses). This should be evidenced through candidate work, such as a question-and-answer task, rather than teacher comments. Attachments may be used to link to previous word-processed work.

To develop IT skills, candidates are often given work in isolation, and this should have a clear purpose within their learning programme. At all levels, and particularly at higher levels, portfolios submitted by Centres should demonstrate a purposeful approach to IT tasks. Some Centres included work annotated by the candidate or teacher, which is strongly encouraged. Centres are also advised to complete check sheets to demonstrate the coverage of the range. Check sheets for each unit are available from the ICT Users Entry Pathways webpage. Using these sheets allows teachers and candidates to track progress, supports the assessment of reasonable coverage of the range, and greatly facilitates the moderation process.

Centres should carefully consider the moderators' comments from previous series. Repeated issues indicate that previous feedback has not been fully addressed, and candidates may not achieve a pass in future series if the work does not demonstrate appropriate improvement and relevant achievement of the assessment criteria.

Where evidence cannot be fully demonstrated in a PDF, for example when showing transitions or animations in presentation work, Centres should also provide the candidates' original application files to ensure moderators can view all aspects of the work.

INDEPENDENT LIVING

Entry Pathways

January 2026

General Comments

The work submitted for moderation was generally of a good standard and it is evident that this course, when well-planned, appropriately resourced, and delivered using a variety of teaching and learning approaches, offers positive learning experiences and outcomes for candidates.

Much of the evidence was well structured and contained a range of interesting learning activities, providing candidates with opportunities to engage in individual research and to demonstrate their learning in a variety of ways. Where centres provided clear guidance on meeting the assessment criteria, candidates were able to produce work that reflected understanding, practical application, and independence. Much of the evidence was well structured and included a range of engaging learning activities, with centres providing broad opportunities for candidates to carry out individual research. Best practice was evident where work was clearly structured and guided candidates effectively to meet all assessment criteria, while also allowing opportunities for independent research. Candidates were able to demonstrate their learning in a variety of ways, with evidence presented in diverse formats and supported through a range of teaching and learning approaches.

Administration

All centres submitted marks and samples on time, with each candidate's work clearly identifiable. Most centres uploaded candidate work as a single document, which is good practice. One centre submitted work as individual pages, which disrupted the flow and made moderation more difficult. It is a requirement that a Candidate Authentication Sheet, signed and dated by both candidate and assessor, is included with each unit. These were provided by all centres either within the uploaded work or as a separate document, although some centres needed to be contacted to provide them. All relevant documentation, including assessment record sheets, was submitted. Cross-referencing and numbering or indexing of pages to indicate where evidence could be found demonstrated good practice and greatly assisted the moderation process. Candidate work must be fully annotated with the relevant assessment criteria, showing where each piece of work meets the required standards. These annotations can then be cross-referenced in the evidence column of the Assessment Record Sheet.

Almost all centres provided clear evidence to meet the assessment criteria. When delivering units and addressing the criteria, centres should refer to the Amplification of Content for each Learning Objective within the Unit and Assessment Information document. This ensures that all candidates provide sufficient evidence to meet the requirements; working solely from the statements on the Assessment Record Sheet is not sufficient. Exemplar materials are available on the WJEC secure website for reference. The Entry Pathways specification states that 1 credit is equivalent to approximately 10 hours of learning. Evidence presented should reflect this, and centres should consider the credit value of each unit when planning delivery to ensure sufficient evidence is produced.

In general, candidate evidence was interesting, well organised, and aligned with the assessment criteria. Some very good work was submitted, reflected in the content, use of worksheets, photographs, and overall presentation. Effective use of worksheets enables candidates to meet assessment criteria and provide individual responses. It is important to show where work is the candidate's own, rather than generic information or class notes, and to indicate where scribes have been used for candidates unable to write independently. Photographic evidence submitted by one centre effectively supported assessment decisions,

showing candidates participating in a range of activities that they clearly enjoyed. Witness statements also provided strong support for candidate evidence.

Comments on Individual Units

Unit 6115 The Family

The evidence provided was generally thorough and addressed all assessment criteria in detail.

Unit 6120 Contraception Information

The evidence provided was generally thorough and addressed all assessment criteria in detail.

Unit 6123 Choices and Decisions

Evidence for this unit, although occasionally limited, has generally improved overall. Most candidates met the assessment criteria, providing some evidence of the range of areas in their daily life where choices can be made and the options available within those areas. As always, more detail could be included to demonstrate a wider range of activities and situations where choices can be made, and to show the decisions candidates could take within the identified areas.

Unit 6167 Food Preparation, Cooking and Serving

The evidence for this unit was limited. Given the credit value of 4, a broader range of evidence is expected. While written evidence showed that candidates had produced a variety of dishes, best practice should also include evidence demonstrating their knowledge and understanding of skills, equipment, and health and safety. This can be achieved using worksheets, photographic evidence, and observation checklists to show the skills acquired, equipment used, and hygiene practices followed by candidates.

Guidance on preparing and uploading candidate work to IAMIS for moderation is available on the Entry Pathways Independent Living webpage. All members of the delivery team are encouraged to refer to the Amplification of Content within the Units and Assessment Information document for guidance on suggested content and assessment tasks. A Candidate Authentication Sheet, signed by both candidate and teacher, and a fully completed Assessment Record Sheet must be submitted for each candidate in each unit, alongside any candidate work. Centres can also access their individual Moderator Reports for further guidance and support, following the publication of results.

MATHEMATICS

Entry Pathways

January 2026

General Comments

Candidate work submitted for the Winter 2026 series across the Entry Pathways Mathematics units was generally of a good standard. Most portfolios were well presented and clearly structured, with evidence appropriately referenced on the Assessment Record Sheets. The process and requirements for external moderation were generally well understood by teachers, with necessary supporting documents, such as Assessment Record Sheets and Candidate Authentication Sheets, included. Centres are reminded that the most up-to-date authentication declaration, including the statement relating to the use of AI tools, must be completed and submitted for every candidate. Best practice was seen where detailed internal moderation documentation, including additional checks and notes, was provided.

The accuracy of candidate work is carefully reviewed during moderation. Some work was incorrectly marked, suggesting it had not been thoroughly checked prior to submission. Minimal evidence, combined with marking errors, can lead to issues of insufficient evidence. It was encouraging to see teachers identify candidate errors, often supported by witness statements. Teacher comments were particularly useful where handwriting was difficult to read. Overall, accurate marking, thorough annotation, and careful internal moderation resulted in very few issues during external moderation.

Witness statements, accompanied by photographic evidence, added clarity, including the use of fraction blocks, shape models, coins, weighing scales, and measuring tapes. These statements provided sufficient detail to explain the skills being demonstrated. In units involving measurement, it is important to include evidence of estimation and comparison with actual measures.

Administration

Most centres provided the necessary documentation to support moderation, including Assessment Record Sheets and Candidate Authentication Sheets. Centres are reminded that the most up-to-date authentication declaration, including the statement relating to the use of AI tools, must be completed and submitted for every candidate.

Where centres included detailed evidence of internal moderation, this reflected very good practice and significantly supported the external moderation process. Annotated corrections, clear cross-referencing and additional teacher notes were particularly valuable in clarifying assessment decisions. Internal moderation remains a mandatory requirement for all submissions and centres should ensure that evidence is complete, accurately marked and clearly linked to the relevant assessment criteria prior to upload.

Comments on Individual Units

Unit 6370 Introduction to Whole Numbers

The uploaded candidate work was generally well presented for moderation, with evidence clearly referenced on the Assessment Record. Centres are to be reminded that internal moderation is a requirement for all submissions going forward. Centres are also reminded that all submissions must be accompanied by the required and most up-to-date authentication documentation. The current candidate authentication declaration form, including the statement on the use of AI tools, must be completed and submitted for every candidate.

Unit 6371 Working with Whole Numbers & Unit 6372 Working with Fractions

The uploaded candidate work was generally well presented for moderation, with evidence clearly referenced on the Assessment Record. Centres are to be reminded that internal moderation is a requirement for all submissions going forward. Centres are also reminded that all submissions must be accompanied by the required and most up-to-date authentication documentation. The current candidate authentication declaration form, including the statement on the use of AI tools, must be completed and submitted for every candidate.

Unit 6373 Using Money

The uploaded candidate work was generally well presented for moderation, with evidence clearly referenced on the Assessment Record. Centres are to be reminded that internal moderation is a requirement for all submissions going forward. Centres are also reminded that all submissions must be accompanied by the required and most up-to-date authentication documentation. The current candidate authentication declaration form, including the statement on the use of AI tools, must be completed and submitted for every candidate.

Unit 6374 Working with 2D and 3D Shapes

The uploaded candidate work was generally well presented for moderation, with evidence clearly referenced on the Assessment Record. Centres are to be reminded that internal moderation is a requirement for all submissions going forward. Centres are also reminded that all submissions must be accompanied by the required and most up-to-date authentication documentation. The current candidate authentication declaration form, including the statement on the use of AI tools, must be completed and submitted for every candidate.

Unit 6375 Working with Measures

The uploaded candidate work was generally well presented for moderation, with evidence clearly referenced on the Assessment Record. Centres are to be reminded that internal moderation is a requirement for all submissions going forward. Centres are also reminded that all submissions must be accompanied by the required and most up-to-date authentication documentation. The current candidate authentication declaration form, including the statement on the use of AI tools, must be completed and submitted for every candidate.

Unit 6376 Working with Angles and Position

The uploaded candidate work was generally well presented for moderation, with evidence clearly referenced on the Assessment Record. Centres are to be reminded that internal moderation is a requirement for all submissions going forward. Centres are also reminded that all submissions must be accompanied by the required and most up-to-date authentication documentation. The current candidate authentication declaration form, including the statement on the use of AI tools, must be completed and submitted for every candidate.

Unit 6377 Data Handling

The uploaded candidate work was generally well presented for moderation, with evidence clearly referenced on the Assessment Record. Centres are to be reminded that internal moderation is a requirement for all submissions going forward. Centres are also reminded that all submissions must be accompanied by the required and most up-to-date authentication documentation. The current candidate authentication declaration form, including the statement on the use of AI tools, must be completed and submitted for every candidate.

PERSONAL AND SOCIAL DEVELOPMENT

Entry Pathways

January 2026

General Comments

Most centres were generally accurate in their assessment of candidates against the Entry Level 2 and Entry Level 3 criteria, indicating a good understanding of how to meet the assessment criteria through interesting, valid, and relevant learning activities. Most of the work submitted for moderation demonstrated positive and worthwhile achievement by the candidates. Guidance on content and suggested tasks can be found in the amplification provided for each unit, with additional information available on the Personal and Social Development Entry Pathways webpage.

Administration

Most centres successfully uploaded candidate samples, although a few uploaded each page separately, which made moderation more difficult. Most of the work was well presented, with more candidates submitting work electronically rather than handwritten. A variety of supporting evidence was provided, including worksheets, witness statements, photographs, and videos. Most centres annotated work with comments to justify the assessment level claimed. Witness statements were also used to evidence participation in activities, though some were generic and did not specifically support individual candidate achievement.

Centres are reminded to include a Candidate Authentication Sheet for each candidate, available from the WJEC website. An Assessment Record must be completed for each unit at the relevant level, specific to the individual candidate, and should indicate where evidence can be found. The WJEC Witness Statement form should be used for activities that are difficult to verify in writing. Centres should also label each piece of evidence to show which assessment criteria it meets, number pages, arrange work in the order shown on the Assessment Record, upload work as a single PDF file, and avoid including blank pages.

Comments on Individual Units

Most of the work submitted was well presented, with more candidates using IT instead of handwritten work. Centres were generally accurate in their assessment of candidates against the Entry Level 2 and Entry Level 3 criteria indicating a good understanding of how to fulfil the criteria using interesting, valid and relevant learning activities.

Most of the work submitted for moderation in this submission demonstrated positive and worthwhile achievement by the candidates.

Supporting information on content and suggested tasks can be found in the amplification documents provided for each unit. There are also exemplars for each unit on the WJEC Secure website.

PERSONAL PROGRESS

Entry Pathways

January 2026

General Comments

The small number of centres entering candidates for the Winter 2026 series is consistent with trends in previous years for winter entries. External moderation this Winter 2026 series, indicated that centres have taken on board previous guidance regarding the content and quality of submissions and compliance with the award specification.

There were very few issues arising from the omission of mandatory Candidate Authentication Sheets, entries, or uploads of moderation samples. These were resolved promptly and did not delay the moderation process. However, this highlights the need for all centres to conduct robust internal verification and standardisation of candidate work, ensuring the accuracy of entries.

Candidate submissions were succinct, included relevant photographic evidence, and contained accurate Achievement Continuum assessments that were personalised to each candidate. Commentaries clearly described how assessment criteria were met and learning outcomes achieved, including the type and level of support given, candidate responses, preferences, and challenges faced. While candidates may participate in the same learning and developmental activities, their individual progress and achievement will differ, so identical transcripts are not considered good practice.

All centres must conduct thorough and robust internal verification and standardisation to ensure compliance of all candidate submissions and the accuracy of centre assessments. This should be carried out by sampling across all units and teaching groups, with evidence of the process included in the uploaded moderation sample. Centres should use the Internal Verification Checklist available on the Personal Progress Entry Pathways webpage. The process must also ensure that Candidate Authentication Sheets are signed and dated. Where candidates are unable to write or make their mark/thumbprint, this should be clearly noted by the teacher.

Administration

Most moderation sample uploads included Candidate Authentication Sheets. Where these were initially missing, centres responded promptly and uploaded them in a timely manner, avoiding any delay to the external moderation process. Increased evidence of internal verification and standardisation was noted, although this remains an area for improvement in some centres. A few centres initially uploaded incorrect samples, but these issues were quickly resolved.

Comments on Individual Units

Units 6055–6059 Early Mathematics

Candidate submissions demonstrated clear evidence of candidates developing foundational numeracy skills appropriate to their stage on the Achievement Continuum. Photographic evidence supported engagement in practical counting, matching and number recognition activities, and transcripts generally described accurately the level of support required.

Units 6061–6063, 6069 and 6080 Developing Independent Living Skills

Evidence reflected meaningful participation in activities promoting independence and personal development. There was an increase in entries for these units, indicating a growing emphasis on life skills within centres' learning programmes. Candidate submissions were most effective where they clearly described real-life contexts and the candidate's level of independence.

Units 6072–6079 Personal Development

Candidate submissions demonstrated positive engagement in experiential learning. Evidence showed candidates developing communication, interaction and self-awareness skills. Where candidate submissions detailed individual responses and preferences, this strengthened the evidence base considerably.

Units 6051–6053 Language Skills

The work submitted reflected appropriate communication development, with supporting evidence demonstrating progress in expressive and receptive skills in line with candidates' assessed stages.

Units 6064 - 6065 Developing Skills for Work

Evidence showed candidates participating in structured activities designed to build work-related behaviours and routines. The most effective candidate submissions clearly outlined the practical tasks undertaken and the extent of prompting or guidance provided.

Overview of Units

The spread of entries across these units, together with a review of individual candidate work, indicates that centres are tailoring unit choices to meet the learning and developmental needs of individual learners, in line with the intention and spirit of the Personal Progress award. Candidates of all abilities, ranging from Stage 1–10 on the Achievement Continuum, were entered, showing that the award is being used as a framework to deliver learning and developmental programmes on an individualised basis. There was a noticeable increase in entries for Independent Living Skills, Work Skills, and Personal Development Skills (6062–6079).

Transcript commentaries continue to be more individualised to each candidate, with very few near-identical transcripts observed. The preferred method for presenting supporting evidence was to insert relevant (annotated) photographic evidence directly into the transcript paragraphs, and centres are encouraged to continue this practice.

PREPARING FOR WORK

Entry Pathways

January 2026

General Comments

There were fewer centres entering candidates for the Winter 2026 series. However, those centres that did submit entries delivered the specification effectively and provided successful samples of candidate work. The moderator was particularly impressed by the quality of centre-devised worksheets that had been carefully designed to meet the specific assessment criteria while also being tailored to the needs and abilities of the candidates. There has also been an increase in the use of specialised software programmes, such as PowerPoint, to stimulate candidate engagement and responses, which represents a positive development in both delivery and presentation. This was excellent to see.

All centres provided the correct moderation samples and uploaded coursework in PDF format, avoiding the previous practice of submitting individual pages separately. This greatly improved the efficiency of the overall moderation process. Many centres demonstrated continued improvement in the organisation of candidate folders, including the use of numbered pages, contents pages and dated tasks and worksheets. This facilitated clear cross-referencing to the Assessment Record Sheets and supported accurate moderation decisions.

Most submissions were accompanied by Candidate Authentication Sheets and Assessment Record Sheets, whether centre-generated or WJEC-generated. These documents are essential and must always be included. While most centres provided appropriate annotation to justify assessment decisions, a minority continue to rely solely on ticks or page numbers in the “Evidence Met” column. This is insufficient. Clear commentary is required to verify how each assessment criteria has been met. Although this practice has improved, centres are reminded that detailed annotation is not optional but an essential part of the assessment process.

A range of Entry 2 and Entry 3 units were submitted, with Food and Health (E2 and E3), Health, Hygiene and Safety (E2) and Serving Food and Drink (E3) being the most popular.

Administration

From most centres, the evidence in candidate folders was well presented, carefully organised, and followed the set assessment criteria. The standard of work ranged from excellent to limited in one or two centres. This was reflected not only in the breadth of content but also in the quality of illustrations, graphics, worksheets, photographs, and overall presentation. The use of ICT remains the most popular method and is a positive development in candidate submissions. There were also a significant number of handwritten responses, which clearly required considerable time and effort from candidates, and these should be commended. Inevitably, a few folders were sparse.

Most centres provided annotation in some form. Some included very detailed comments on Assessment Record Sheets and throughout the work, while in a few cases comments were brief or absent. Detailed annotation is particularly helpful for moderation purposes. It is also good practice to include dates or page numbers in the Evidence Met column rather than just “ticks,” to assist cross-referencing when checking that the assessment criteria have been met. All centres were accurate in their assessment of candidates against the Entry Level 2 and Entry Level 3 criteria. It was clear throughout moderation that subject tutors have developed a strong understanding of these awards and the relevant assessment criteria. Some centres

provided interesting, valid, and relevant teaching resources, alongside learning activities that were both stimulating and enjoyable, demonstrating exemplary practice.

Comments on Individual Units

Unit 6164 Food and Health

Work submitted ranged from satisfactory to very successful. In one instance, page numbers alone were referenced on the Assessment Record Sheet, which is not acceptable practice. Although relevant information sheets and supporting materials were included, future submissions would benefit from greater evidence of candidate participation within written responses, in order to demonstrate knowledge and understanding more fully. Photographic evidence supported practical work effectively. In some cases, detailed annotation on the Assessment Record Sheets and throughout the coursework was particularly helpful. The inclusion of Practical Record Sheets and assessment of completed practical tasks represented good practice.

Unit 6169 Serving Food and Drink

The candidate work submitted for this unit was exemplary. The presentation was of a very high standard, with carefully designed worksheets and a wide variety of tasks aligned closely to the assessment criteria. Annotation was detailed and thorough, both on the Assessment Record Sheets and within the body of candidate work. This level of detail, although time-consuming, greatly supports the moderation process and reflects excellent practice in the delivery of the unit.

Unit 6172 Health, Hygiene and Safety

The work submitted for this unit demonstrated successful coverage of the assessment criteria. Annotation on the Assessment Record Sheet was clear and useful. A range of reference materials and well-designed worksheets supported candidate understanding, and tasks set allowed candidates to participate actively and demonstrate achievement.

All candidate folders must be accompanied by a fully completed Candidate Authentication Sheet and Assessment Record Sheet. Centres should also ensure that candidates are entered for the appropriate units and levels. Each piece of evidence should be clearly labelled to show which assessment criteria it meets and at what level; where possible, pages should be numbered or dated, and this information can then be referenced on the Assessment Record Sheet.

All work should be annotated within the centre. While this may be time-consuming, it is both encouraging for the candidate and extremely valuable during moderation. Witness Statements are a useful form of evidence but should not be relied upon as the sole source of evidence. The delivery of learning activities is at the discretion of the centre but must be appropriate to the level. Tasks and resources should be designed specifically to meet the assessment criteria and suit the candidates, rather than being adapted from other specifications, which can cause confusion. Centres are encouraged to use a wide range of activities in the delivery and recording of assessment criteria, and candidates should be supported to produce individual and original work. Where possible, candidate submissions should be uploaded in PDF or ZIP format.

Overall, centres, staff and candidates are to be commended for their hard work, commitment and positive outcomes in this series. Continued attention to detail, annotation, careful cross-referencing and robust internal checking will ensure that standards remain high in future series.

SCIENCE TODAY

Entry Pathways

January 2026

General Comments

The number of entries for Science Today in the Winter 2026 series is consistently lower than in the summer; however, moderators were able to review evidence from most units. Centres generally submitted appropriate evidence, enabling moderators to agree with most centre assessment decisions. Only very rarely were moderators unable to agree with a centre's assessment, with reasons outlined in the individual centre reports.

A key factor in successful candidate achievement is the design of tasks that explicitly target each assessment criteria. Where assessment activities were carefully planned with this in mind, moderators had little difficulty agreeing with the centre's decisions. Issues tended to arise where centres attempted to match activities to criteria that had not been explicitly planned for. The most effective centre submissions had clearly referred to the amplification of content section of the unit specification to ensure a secure understanding of the full scope of the assessment criteria. Well-organised candidate work, together with careful use of the Assessment Record Sheet to cross-reference evidence against the criteria, was also good practice. Additionally, the most effective submissions were selective in the material presented, including only evidence directly relevant to the assessment criteria.

The most common reason for disagreement with centre assessments was the absence of suitable evidence for one or more assessment criteria. To achieve a pass, candidates must provide evidence for every assessment criteria. Where evidence is missing, candidates should be provided with an additional opportunity to achieve the required outcome, for example through a new or adapted activity.

Moderators noted that greater candidate freedom sometimes led to missing criteria. The volume of evidence is not the measure of success; the focus must be on providing evidence that clearly demonstrates achievement of each assessment criteria. Structured, short activities that target individual criteria are more effective than long, unstructured submissions. Assessment tasks should also take careful account of the key command words in the criteria, such as list, state, describe, and explain. Altering these words can change the level of demand and the focus of the activity.

Administration

Most centres provided clearly organised evidence and appropriate documentation to support moderation. The use of the Assessment Record Sheet to identify precisely where evidence for each assessment criteria could be found, was particularly helpful. Centres are reminded that every assessment criteria must be evidenced in full for a candidate to achieve a pass. Where evidence for assessment criteria is missing, candidates should be given a further opportunity to generate the required evidence through an additional relevant activity.

Moderators noted that where candidates were given excessive freedom in how to present their work, there was an increased likelihood of assessment criteria being missed. Centres are reminded that it is not the length of evidence that determines success, but the clarity and relevance of evidence in addressing each specific assessment criteria. A structured and logical approach to assessment, in which each assessment criteria is individually targeted through focused activities, is recommended.

Attention should be paid to the command words used within the assessment criteria, such as list, state, describe and explain, as these determine the level and nature of responses required. Altering command words can significantly change the demand of a task. For example, the requirement to describe how to care for a sick animal requires the candidate to communicate information, which may be evidenced in writing. In contrast, the requirement to demonstrate care for an animal necessitates practical involvement and should be supported by appropriate evidence such as photographs, annotated records or witness statements. Where witness statements are used, centres should ensure the official WJEC pro forma is completed appropriately. Centres are also reminded to consult the Amplification of Content carefully. For example, in units relating to animal care, the amplification clearly outlines expectations regarding the nature and duration of care required. Close reference to this guidance will prevent under-evidencing of criteria.

Comments on Individual Units

Unit 6200 Introduction to Plant Care

The work submitted for this unit generally met the assessment criteria. Centres provided suitable evidence, and moderators were able to agree with most assessment decisions. Strong practice was noted where tasks were carefully designed to target individual assessment criteria and the work was successfully annotated. Support comments have been provided in the centre reports and centres should act upon this guidance for future submissions to ensure all assessment criteria are fully addressed.

Unit 6201 Introduction to Land Maintenance

Evidence submitted for this unit demonstrated successful coverage of the assessment criteria. Candidate work was often well organised, with effective use of the Assessment Record Sheet to cross-reference criteria to evidence. Where activities were clearly linked to assessment criteria, moderators agreed with centre decisions. Centres are reminded that missing or insufficient evidence for any assessment criteria requires further structured opportunities for learners to achieve all ACs.

Unit 6202 Introduction to Animal Care

Moderators noted the importance of carefully interpreting command words in this unit. For example:

AC2.4 – “describe how to care for a sick animal” requires candidates to communicate information. Written evidence is sufficient.

AC4.1 – “demonstrate the care for an animal” requires practical engagement. Suitable evidence includes photographs, photographic diaries with annotations and supporting WJEC witness statements. The amplification of content specifies that care should relate to a particular animal and extend over a minimum of five days. Evidence not meeting these requirements was insufficient. Overall, where tasks were designed to target each assessment criteria and annotations were detailed, moderators were able to confirm centre assessment decisions.

Units 6203–6212 Science Today

Submissions that provided concise, well-structured evidence targeting each assessment criteria, used the Assessment Record Sheet effectively, and included clear annotations demonstrated best practice. Good practice was seen where tasks were carefully designed, aligned to the ACs, and reflected the amplification of content, enabling learners to demonstrate achievement. Where evidence was missing or unclear, moderators provided guidance in the centre report for future submissions. Over-long portfolios or excessive candidate freedom sometimes led to missed ACs. Centres should focus on short, targeted activities, submit only relevant material, and ensure all ACs are fully evidenced with clear cross-referencing and annotation.

WELSH SECOND LANGUAGE

Entry Pathways

January 2026

General Comments

Three centres entered candidates for the qualification in the January series. Overall, standards were good, and all candidates achieved across each unit of the specification. Administration in all three centres was effective. Candidate work was successfully submitted electronically and on time, with the correct samples provided and assessment records included. All candidate work had been authenticated, and reading and listening scripts were submitted correctly by all centres.

The tasks and candidate work were generally appropriate. However, in two centres for Unit 6365, not all elements fully adhered to the specification. For example, LO1 requires candidates to introduce themselves independently, but in these cases, the teacher posed questions in the style of LO2. Nevertheless, the candidates' other spoken work was adapted successfully to secure achievement on this occasion, with a clear reminder to centres that this approach will not be accepted in future series. Similarly, in Unit 6365 and LO2 in Unit 6368, there were occasional indications that some candidates read their responses aloud due to difficulty pronouncing certain words; candidates should respond to questions without notes and should practise this before recording.

Candidates were required to provide five correct answers for each task in M2 and ten correct answers in M3. Good practice observed in one centre included designing tasks with slightly more possible answers, enabling candidates to meet the criteria even if one or two responses were incorrect.

Administration

Administration across the three centres was generally effective. Candidate work was submitted on time and in the correct format, with appropriate samples and fully completed Candidate Authentication Sheets included. All candidate work was authenticated and reading and listening scripts were submitted accurately. Centres are reminded to ensure that all spoken responses are produced independently by candidates, without notes, and that internal pre-submission checks are completed to verify compliance with the specification. Clear organisation, accurate documentation, and timely submission supported smooth moderation and helped ensure that assessment evidence could be verified effectively.

Comments on Individual Units

Unit 6365 Communicating in Welsh in Familiar Situations

The strongest candidates were able to communicate effectively across all Learning Outcomes. However, it should be noted that not all elements consistently adhered to the specification. LO1 requires candidates to introduce themselves, but in some instances, teachers asked questions as in LO2. The candidates' other spoken work was successfully adapted to ensure achievement; however, centres are advised that such adaptations will not be accepted in future series. There were also occasional indications that some candidates read their responses due to difficulty with pronunciation; candidates should answer questions without notes and practise beforehand.

Unit 6366 Listening and Understanding Others (Speaking Welsh in Familiar Situations)

Tasks were appropriate, and candidates were generally successful, providing sufficient evidence to achieve five correct answers in M2 and ten correct answers in M3.

Unit 6367 Reading and Understanding Texts in Welsh (in Familiar Situations)

Tasks were appropriate, and candidates were generally successful, achieving the required five correct answers in M2 and ten correct answers in M3.

Unit 6368 Preparing for the World of Work in Welsh (in Familiar Situations)

Tasks were suitable for all three Learning Outcomes, and candidates were successful in achieving the criteria. However, as in Unit 6365, Learning Outcome 2, there were occasional indications that some candidates read their responses due to difficulty pronouncing certain words; candidates should answer questions without notes and practise beforehand.

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: 02920 265 133

Email: epqualifications@wjec.co.uk

Qualification Webpages:

WJEC

Additional English - [Additional English Entry Pathways | WJEC](#)

Creative Media and Performance Arts - [Entry Pathways Creative, Media and Performance Arts](#)

Healthy Living and Fitness - [Entry Pathways Healthy Living and Fitness](#)

Humanities - [Entry Pathways Humanities](#)

ICT Users - [Entry Pathways Information and Communication Technology](#)

Independent Living - [Entry Pathways Independent Living](#)

Mathematics - [Entry Pathways Mathematics](#)

Personal Progress - [Entry Pathways Personal Progress](#)

Preparing for Work - [Entry Pathways Preparing for Work](#)

Personal and Social Development - [Entry Pathways Personal and Social Development](#)

Science Today - [Science Today Entry Pathways](#)

Welsh Second Language - [Entry Pathways Welsh Second Language](#)

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

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

WJEC Qualifications

As Wales's 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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