



Entry Pathways Examiners' Report

Science Today
Entry 2/3
Summer 2024

Introduction

Our Principal Examiners' 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 exam 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

Candidates were entered for all units (6200-6212) at all levels. The number of entries was similar to 2023, with 6203 (Science: Health and Safety), 6206 (Science and the Human Body) and 6209 (Variation and Adaptation) being the most popular units.

The pass rate varied between 99%-100% for each unit and was broadly similar to previous series.

The Entry Pathways Science Today qualification is assessed at assessment criterion (AC) level. Candidates are required to demonstrate achievement of all ACs to achieve a unit. Where candidates did not achieve a unit, there were either significant omissions in the evidence of assessment criteria, or the evidence for the assessment criteria were absent. In some cases, centres entered candidates for Entry 3 units but provided evidence at Entry 2 level. Centres should look carefully at the ‘units and guidance’ document to ensure the correct ACs are being evidenced. The amplification of content for each unit gives further information on the detail that needs to be covered.

In some cases, additional work was provided, which was not part of the evidence for an AC. Centres only need to provide one piece of evidence for each AC, per candidate. Additional work is unnecessary.

A number of centres did not upload candidate work by the May 5th deadline. Centres are reminded that this date is for submission of marks and for upload of work. Centres are also encouraged to ensure that scanned work can be read by the Moderation Team. There were instances where work was missing, upside down or overlapping. If centres withdraw candidates which are part of the moderation sample after the 5th May deadline, they are reminded to upload alternate candidate work to ensure that the correct number of candidates work is sampled

Centres are reminded that candidate and assessor authentication is a JCQ requirement. There were a number of instances where moderators had to request authenticating signatures from centres. These should be uploaded as part of the candidate’s work.

SCIENCE TODAY

Entry Pathways

Summer 2024

UNITS 6200 - 6212

Overview of the Qualification

The Entry Pathways Science Today qualification is a suite of 13 science-themed units. Centres are able to select units which best suit their candidates' interests and strengths.

The vast majority of centres uploaded suitable work for moderation onto IAMIS for moderation. The candidate evidence was generally presented in a logical order as one continuous document for a particular unit.

A number of 'areas for improvement' are outlined below. However, in spite of these points, the moderation team were impressed with the overall quality of the majority of the evidence submitted for moderation. Most centres successfully produced evidence to meet the requirements of the assessment criteria.

Comments on tasks/sections

Good practice

- The evidence for a candidate was loaded as a single multipage document for a unit.
- The first page of the candidate work was the authentication sheet.
- Evidence of internal moderation was included in the candidate evidence.
- The Assessment Record Sheet clearly linked each assessment criterion to the candidate work. This Assessment Record Sheet preceded the candidate evidence and linked the AC to the page numbers in the candidate evidence that followed.
- The centre used activities that clearly targeted the wording of each assessment criterion enabling the candidate to produce suitable relevant evidence.
- Suitable evidence was included in the unit. This included photographs of the candidates' working with a brief commentary or witness statement explaining how the AC was supported. Reports, diaries, leaflets, posters, worksheets, presentations and witness statements also supported the evidence.
- Candidates' work was suitably annotated. This was not only helpful to the candidates but also to moderators who could easily link teacher assessment back to the AC.

Areas for further improvement

There were some examples where the centre assessment of work could have been improved. Where this was the case, the issues were noted in the moderator's report for the centre. It is therefore important that centres read their moderator's report and act upon any issues that were raised.

Some common problems are listed below. The problems identified below are not new and have largely been commented upon in previous reports. The issues generally only belong to relatively small number of centres

- A very small number of centres loaded candidate evidence for a unit as multiple files each of one page length. In these cases, no distinguishing names were used for each file, and it proved almost impossible to navigate the submitted work and cross reference to the AC. Please scan the candidate evidence into one ordered multipage document.
- It must be remembered that each unit is assessed using Assessment Criteria. In order to achieve a unit a candidate must demonstrate they have met **every** AC for the unit. Failure to demonstrate one AC means a candidate has not met the criteria to be awarded the unit. Hence a candidate cannot be awarded a pass if they hit two thirds of the AC and was absent for the remainder of the unit. In such a case ensure that the candidate has another opportunity to generate evidence for the missing AC. If a candidate fails to generate suitable evidence first time that they do an activity designed to hit an AC, then it is quite permissible to give them another opportunity to evidence the AC.
There is only a requirement to submit evidence that shows the candidate meets each of the AC for the unit. It is not necessary to send all the learning activities a candidate may have undertaken towards a unit if they do not support an AC. These may be very good learning activities, but we will not need to see them. This may help reduce what the centre needs to send for moderation.
- Ensure that the evidence presented for moderation matches the AC assessed. On occasions, there seemed to be attempts to force the work a candidate has done to fit the AC. In such cases the match was not always good. It is a good idea to spend time thinking about what each AC requires and design a simple activity around it. In such cases give heed to the command words used in the AC. I will comment on two AC to illustrate the type of evidence that could be produced, 'identify', 'use'.
- 'Identify' Examples of suitable activities:
 - Example 1: 'Identify spiral galaxies' (Unit 6204E2 AC1.2). Give the candidate photos of a number of different galaxies and ask them to circle the spiral galaxies. Please note, that there should be more than one spiral galaxy in the provided photos to hit the plural (galaxies) required in the AC.
 - Example 2: Identify the key function of the major body systems (Unit 6206E2 AC1.1). Once again note the plural – more than one bodily system must be correctly matched to a function. Make two columns. In column 1, place boxes of the names of body systems and in column 2 place boxes with a statement about each of the functions of the bodily systems. Ask the candidates to draw a line connecting the bodily system to the correct statement about its function.

- ‘Use’ This generally requires candidates use some equipment to do something.
 - E.g. 6201E3 ‘Select and use appropriate tools for the maintenance of planted areas’.
 - Once again note the use of a plural in this AC, ‘tools’. The candidate is required to select and use more than one tool. This must be shown in the submitted evidence. Suitable evidence could be photographic activity of a candidate using (e.g.) a fork / hoe / secateurs maintaining an aspect of a planted area. The photo should be accompanied by a brief commentary by the teacher explaining that the candidate selected the tool and used it to
- Photographic evidence can be very useful to demonstrate that a candidate has accompanied an AC but there were numerous examples where there were photos without suitable commentary which can make it difficult for a moderator to make the connection with the AC. As commented in the example above, a brief commentary can help clarify the connection.
- Read carefully what is required and what is not required by an AC. There are a number of AC that seem to cause centres to stumble. I will point to one of the most frequent ‘problem AC’: *Identify the key function of the major body systems* (Unit 6206E2 AC1.1). Frequently centres ignore the term ‘system’ and provide reams of work on organs. The focus of this AC in the E2 unit is (e.g.) the circulatory system and not so much organs, e.g. heart; and likewise, the focus is the respiratory system and not so much the lungs. Make sure that the evidence for this AC is directed to the system and not to individual organs (see the example of a possible assessment task above). Of course, wholistic teaching about the systems will no doubt mean teaching about the structure of the system and the key organs that make it up, but this is not required for the assessment of the E2 unit. It is worth pointing out there are differences between the E2 and E3 units at this point. The E3 criteria under LO1 are more demanding and do require more detail.
- Witness statements should not form the only sort of evidence towards a candidate attaining a unit. Witness statements make good supplementary evidence. When witness statements are used centres should use the template obtainable from the WJEC Entry Pathways Science Today / Resources for Teachers webpage for a suitable [witness statement template](#).

Centres are also reminded that they need to be careful to follow administrative requirements when submitting candidate work:

- Make sure that candidates are entered against the correct level (E2 / E3) of a unit on IAMIS. There were, once again, a number of entry errors where candidates were entered for the E2 version of a unit when it was clearly evident that it should have been the E3 version (and vice-versa).
- Ensure that the candidate authentication sheet is scanned with the candidate evidence and is signed. There were several cases where the candidate sheet was missing or the sheet unsigned. In such cases, we will contact the centre for the missing sheets / signatures before completing moderation of the centre.

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 4252

Email: science@wjec.co.uk

Qualification webpage: [Science Today Entry Pathways \(wjec.co.uk\)](https://www.wjec.co.uk/science-today-entry-pathways)

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

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

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