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# **PRINCIPAL MODERATOR'S REPORT**

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**ENTRY PATHWAYS  
IT USERS (QCF)**

**SUMMER 2016**

## ENTRY PATHWAYS

### IT USERS (QCF)

Summer 2016

*Principal Moderator:* Kenneth Moore

This was the fifth June award for the Entry Pathways Information Technology qualification. Some Centres entered for unit accreditation only, others entered for a full award. The work submitted this year was of a comparable standard to last summer and Centres who submitted last summer had in the main, taken note of the moderators' comments. The administration of the pupils' work was generally good. Most Centres included the required documentation and teachers evidenced where the work could be found within the candidates' portfolios.

#### **Administration**

Most Centres submitted their samples on time. Generally work was carefully packed and individual work was organised into individual candidate folders, clearly labelled with Centre name and candidate number. Generally Centres correctly completed and enclosed all the relevant documentation, including the Candidate Authentication Sheets and the Assessment Record Sheet. Some Centres had numbered all the pages with an index, which proved most helpful in the moderation process and showed good organisation. Some Centres submitted work in electronic form which also helps the moderation process. It is unnecessary then to include hard copy of the same information.

It would be appreciated if Centres could submit work **per unit** rather than per candidate. It would be beneficial to the moderation process if, for future submissions, the units could be separated and clearly labelled with both the unit name and number. It is easier for the moderator to go through the work of a unit for a number of candidates, rather than continually trying to find a unit within other units submitted by that candidate. Only a few Centres used evidence in one unit to meet the evidence in another. For example a single print out of candidate's files area can be used for a number of units. Cross referencing is quite acceptable saving time and paper.

#### **Range of units submitted**

Compared with Summer 2015 the number of candidates taking the units has decreased from 2919 to 1954, and the number of units taken has increased from 43 to 44.

The majority of work submitted covered the traditional units of word processing, desktop publishing, database manipulation and modelling.

#### **Evidence submitted**

There was an encouraging range of supporting evidence, including printouts, screen dumps, worksheets, witness statements, diagrams and photographs. Most of these were individual tasks but some were used as group activities. A few Centres but fewer than in previous years were over-reliant on witness statements, possibly using it as an 'easy option'. Witness statements should only be used when it is impossible to provide evidence by other means. If they are used then Centres should use the form that can be downloaded from the WJEC website.

The majority of Centres appreciate that they have to take into account the 'Amplification of Content' section and provide appropriate evidence. The 'Assessment Criteria' provide a broad statement of what a learner needs to achieve. The 'Amplification of Content' provides the range. This range needs to be evidenced by the candidate. WJEC have produced check lists which will help the learner, teacher and the moderator in ensuring that a suitable range has been covered.

The majority of teachers had annotated the work with helpful and informative comments also the page where evidence could be found was referenced. This assistance is very much appreciated during the moderation process and are a sign of good practice within the Centre.

### **Comments/advice**

Most Centres have worked hard in developing interesting, valid and relevant teaching resources and learning activities that provide both stimulation and enjoyment for their pupils.

The majority of Centres, their staff and candidates should be commended for their hard work and commitment.

All Centres are asked to bear in mind for future cohorts:

1. Check that the candidates have been entered for the appropriate units and levels.
2. Each piece of evidence in the folder should be carefully labelled to show exactly which assessment criteria it fulfils. Page numbers would be most helpful. This information should then be transferred to the Assessment Record Sheet.
3. All work should be annotated. Whilst it is appreciated that this can be quite time consuming, it is not only encouraging for the candidate but also extremely valuable for moderation purposes.



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