

General Certificate of Secondary Education

Applied Information and Communication Technology (Double Award)

Specimen Assessment Materials and Mark Schemes

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Publications Department, Aldon House, 39, Heald Grove, Rusholme, Manchester, M14 4NA
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General Certificate of Secondary Education

APPLIED INFORMATION AND COMMUNICATION TECHNOLOGY (DOUBLE AWARD)

Unit 3: ICT and Society

AQA-Assessed Unit – Candidate’s Booklet

SPECIMEN

Information for candidates

- Read this booklet carefully before you begin work. **Ask your teacher to explain to you anything in this booklet that you do not understand.**
- Under ‘controlled conditions’, in sessions specifically arranged by your teacher, you must complete an assignment consisting of the following **three tasks**:

Task One: a presentation (worth 52 of the 100 marks available)
Task Two: a report (worth 30 marks)
Task Three: a newsletter or brochure (worth 18 marks).
- Outside the controlled sessions you will need to carry out research.
- You are strongly advised to concentrate on the quality and detail of the information you provide in each of your three tasks, rather than on the quality of the presentation of each document.
- You must use a computer to carry out the tasks and print out your work.
- During the controlled sessions you must not access the Internet or Intranet, and you must not copy text directly from any document or file that you have prepared outside the controlled lessons.
- Your teacher will tell you how long you have to complete the tasks for this unit.
- Your teacher will tell you the deadline for handing in work for this unit. It is up to you to meet that deadline.
- The assignment you produce for Unit 3 is worth one third of the marks for the GCSE in Applied Information and Communication Technology (Double Award).
- There are 100 marks available for the assignment. Your work will be marked by an AQA examiner.

Guidance on researching the assignment

In order to be as successful as possible with your assignment:

- plan your work carefully;
- you should think very carefully about what you are going to do to complete each of the three tasks before you start. The research that you carry out for the tasks must be about real-life situations, for example a real business or organisation or group of people. Think in detail about how you are going to allocate your time to complete each of the tasks and how you are going to do your research to obtain your detailed information;
- you can, if you wish, ask for help and advice from your teacher, or anyone else whose advice you think may be useful. However, if you receive help and advice from people other than your teacher, you must include them in your list of sources.

You will be able to do as much research as you wish outside the controlled sessions. The research that you carry out in order to complete the tasks may involve you in:

- meeting and interviewing people who use ICT
- producing questionnaires, and analysing the answers
- observing how ICT systems are used
- studying ICT documentation
- using the Internet.

When you are researching your assignment, you must produce a list of the sources of information that you used for each task. You may wish to use a copy of the form on page 10 of this booklet, or you could create a similar form of your own. It is acceptable for the lists of sources to be produced by hand, rather than using a computer. You will also need to keep evidence of how you searched the Internet. There is more guidance on when and how to do this in the following pages.

Task One:

Produce a presentation, with speaker's notes, that could be delivered to an audience showing how developments in ICT have affected Personal Communications (52 marks available)

The presentation is worth about half of the total marks for this unit, so you should aim to spend about half of the time available on this task.

You will need to carry out the following steps in order to complete this task.

- Identify the specific type of audience for whom your presentation is intended.
- Identify and describe **three** specific types of individuals or groups who have been affected in some way by ICT systems.
- Carry out detailed research into how developments in ICT which relate to Personal Communications have affected your three types of individuals or groups. You will have learnt about these developments from your teacher in your ICT lessons, but you will need to find extra information of your own in order to provide the necessary detail. Further information about the details required is provided in the section on how you will gain marks on page 7.

As you carry out your research, make a list of sources of the information you used in your research. You must check that the information from **one** of these sources is correct. Include your list and details of the check you have carried out in the material you hand in for marking.

- Produce **a presentation** that could be delivered to an audience. The presentation must be about the impact of developments in ICT on Personal Communications.

Your presentation must be **either** a computer slide show **or** a multimedia presentation. You must also produce a set of detailed speaker's notes to accompany your presentation.

You can put information about your findings in either the presentation or the speaker's notes. It does not need to be in both. In researching and producing your presentation you should use ICT to help you search for information and also to organise the information in your presentation.

- Evaluate your presentation, identifying its strengths and weaknesses and suggesting how you might improve it if you were to carry out the task again.

Before you carry out this task you should read the following section, which explains how you will gain marks.

- Identify the specific type of audience for whom your presentation is intended. *(1 mark)*
- Ensure that the format of your presentation is appropriate for this audience. *(1 mark)*
- Identify and describe **three** types of individuals or groups affected by developments in ICT related to Personal Communications. *(6 marks)*
- Describe in detail how **each** of your three types of individuals or groups use ICT in relation to Personal Communications. *(3 marks)*
- Describe in detail how developments in ICT affect your three types of individuals or groups. *(5 marks)*
- For **each** of your three types of individuals or groups, describe possible benefits of the use of ICT related to Personal Communications. *(5 marks)*
- Describe the consequences for your three types of individuals or groups of having limited access, or no access at all, to ICT related to Personal Communications. *(5 marks)*
- Describe how you think developments in ICT might affect **each** of your three types of groups or individuals in the future. *(7 marks)*
- Discuss the ethical and moral implications of access (or lack of access) to ICT. *(3 marks)*
- Provide evidence to show that you have made effective use of ICT tools to search for and organise information to include in your presentation. This might be, for example, an annotated screen print of the output from a search engine showing appropriate search criteria and hyperlinks, or a pie chart or graph generated by a spreadsheet. *(6 marks)*
- Use the features of the software to produce an imaginative presentation that is appropriate for the needs of your intended audience. This might include combining text, diagrams, charts and pictures to improve your presentation. *(4 marks)*
- Evaluate your presentation, identifying its strengths, its weaknesses, and areas in which it could be improved and made more effective, if you were to complete the task again. *(3 marks)*
- Include a list of sources of your information, and show how you have checked the information from **one** of your sources. You can do this by comparing similar information from different sources, but other methods are acceptable. *(3 marks)*

(Total : 52 marks)

Task Two:

Produce a report on technologies relating to Working Styles and New Employment Opportunities (30 marks available)

The report is worth about one third of the total marks for this unit, so you should aim to spend about one third of the time available on this task.

You will need to carry out the following steps in order to complete this task.

- Carry out research into the **three** types of technology that are available to access information, exchange information and carry out transactions in relation to Working Styles and New Employment Opportunities. You will have learnt about this from your teacher in your ICT lessons, but you will need to find extra information and detail of your own. Further information about the details required is provided in the section on how you will gain marks below.
- As you carry out your research, make a list of sources of the information you used in your research to hand in with your report. In your list, you should say which part of the report you used each source for, and how useful you found each source to be. You should also check that the information from **one** source is correct and include written details in your list.
- Produce a **report** describing the **three** different types of technology that you have researched.
- While you are researching you should use ICT to help you search for information.
- When you are producing your report you should also use ICT to organise the information.

Before you carry out this task you should read the following section, which explains how you will gain marks.

- Identify and describe **three** types of technology to access and exchange information, and carry out transactions in relation to Working Styles and New Employment Opportunities. Everything you do in your report must relate to these three technologies (*8 marks*)
- Identify the main purpose of **two** of your three technologies. (*2 marks*)
- Describe the advantages and disadvantages of **two** of your three technologies. (*4 marks*)
- Describe how **each** of the three technologies have **changed over time**, and how you think they will change **in the future**. (*6 marks*)
- Provide evidence to show that you have used ICT tools effectively to search for, select and organise the information included in your report. This might be, for example, an annotated screen print of the output from a search engine showing appropriate search criteria and hyperlinks, or a pie chart or graph generated by a spreadsheet. (*2 marks*)
- Ensure that your report is well structured, well organised and easy to read and understand. (*3 marks*)
- Include a list of sources of your information and briefly describe which source relates to which section of your report. (*3 marks*)
- Explain how useful you found **one** of the sources to be. (*1 mark*)

- Provide evidence to show how you checked the information from **one** of your sources. You can do this by comparing similar information from different sources, but other methods are acceptable. *(1 mark)*

(Total : 30 marks)

Task Three:

**Produce a newsletter or brochure on the purposes of ICT legislation
(18 marks available)**

The newsletter or brochure is worth about one fifth of the total marks for this unit, so you should aim to spend about one fifth of the time available on this task.

You will need to carry out the following steps in order to complete this task.

- Carry out research into the pieces of legislation that are related to the use of ICT. As you carry out your research, make a list of sources of information you used in your research and hand it in with your work.
- Check that the information from at least **one** source is correct and include written details of this check in your list.
- Produce a newsletter or brochure using A4 paper featuring **four** pieces of legislation which affect the use of ICT. The document you produce should be suitable **for giving to employees of a large organisation**. It is up to you to design the layout of your newsletter or brochure. You will have learnt about this from your teacher in your ICT lessons, but you will need to find extra information and detail of your own. You do **not** need to include the details of the various Acts and Regulations. You must say why the four pieces of legislation exist and, for three of them, describe how the organisation's workers, suppliers and customers are affected by it.
- Evaluate your newsletter or brochure, identifying its strengths and weaknesses and suggesting how you might improve it if you were to carry out the task again.

Before you carry out this task you should read the following section, which explains how you will gain marks.

- Describe the main purposes of **four** pieces of legislation which affect the use of ICT. *(8 marks)*
- For **three** of your pieces of legislation, describe how the organisation's workers, suppliers and customers will be affected by the legislation. *(3 marks)*
- Ensure that your newsletter or brochure is well structured, well organised and easy to read and understand. *(2 marks)*
- Evaluate your newsletter or brochure by explaining how useful it will be to the employees of a large organisation and by identifying its strengths and weaknesses. *(3 marks)*
- Include a list of sources of your information and show how you checked the information from **one** of your sources. You can do this by comparing similar information from different sources, but other methods are acceptable. *(2 marks)*

(Total : 18 marks)

List of sources of information for (<i>insert name of task</i>)			
Give details of the source e.g. for a book, give its title, author and date of publication For a website, give the full web address (URL) For a visit, give the name of the place visited For a person, give their name and details of who they are	Which part of the assignment did you use the source for? Describe what information this source provided for your assignment	For one source only, how useful was the source? Say whether you found this source to be of value, or whether it was a source that you tried but was not useful for the assignment	For one source only, how did you check the information?

General Certificate of Secondary Education

**APPLIED INFORMATION AND COMMUNICATION TECHNOLOGY
(DOUBLE AWARD)**

Unit 3: ICT and Society

AQA-Assessed Unit – Instructions and Guidance for Teachers

SPECIMEN

This unit represents one third of a Double Award course.

- It is expected that candidates will only be issued with the *Candidate's Booklet* after they have been properly prepared for the assignment by their teacher(s).
- The purpose of this booklet is to provide support for teachers in their management of the examination for Unit 3.

Management of the Unit 3 Assignment

Unit 3: ICT and Society is assessed by AQA by means of an assignment comprising three separate tasks. The assignment is completed by each candidate in their own centre and marked externally by an examiner appointed by AQA.

The AQA-Assessed Unit: Candidate's Booklet contains details of the three tasks set by AQA. **Centres are not permitted to change or re-word these tasks in any way.**

The specified period

The specified period for the June series of examinations is:

1 March to 14 May.

Candidates are not permitted to work on the tasks or research outside the specified period. During this period, candidates are expected to work on the production of the three tasks for the assignment (the presentation, the report and the newsletter or brochure) for not less than 10 hours and not more than 20 hours. These are called 'controlled sessions'. AQA strongly recommends that candidates have 20 hours to complete the assignment.

Candidate's Booklet

Centres will be provided with one copy of the *Candidate's Booklet* for each registered candidate. The *Candidate's Booklet* can be issued to candidates at any time during the specified period, but centres are advised to issue it as early as possible in order to give candidates maximum opportunity for research and preparation.

The teacher must take time to explain carefully the requirements set out in the *Candidate's Booklet* to candidates when it is issued.

Candidates should be instructed to keep their copy of the *Candidate's Booklet* safe. It may be removed from the centre by the candidate as an aid to research and preparation.

Research

Research and note-taking in preparation for the tasks may be carried out by candidates outside controlled sessions at any time during the specified period. Centres may instruct candidates to carry out research in their own time, or as 'homework' or in lesson time allocated by the teacher, or any combination of these. The research notes produced can be handwritten or word-processed.

The assignment is primarily a research task, and candidates' abilities to carry out effective research are being tested as much as their ICT knowledge and their capability to apply that knowledge to new situations. It is unacceptable, therefore, for them simply to take books, or photocopies of pages of books, into the controlled sessions.

Candidates are not permitted to carry out research during designated controlled sessions.

Candidates' research notes are not required by the examiner and should not be sent. If sent inadvertently, they will be disregarded by the examiner.

Lists of sources of information should comprise a list of books, websites and other sources of information (including anyone the candidates have spoken to or interviewed, other than their own teacher) that they have used in preparing for the tasks. It is expected that candidates will keep a record as they carry out their research. Each list of sources must be included as an appendix to the corresponding task.

Controlled sessions

Controlled sessions may take place during normal ICT lesson times, with candidates supervised by their usual ICT teacher, who may be the sole invigilator. Centres may wish to make other arrangements, such as alternative lesson timings or extended work periods. These are acceptable.

Centres may wish to designate a proportion of ICT lessons in a week as controlled sessions, with candidates carrying out independent research in the other lessons. It is acceptable for the teacher to include some taught lessons **between** controlled sessions, provided that the material covered is of a general nature and not directly related to the assessed tasks. It is not acceptable for the teacher to deliver content **during** controlled sessions. Candidates must be advised how long the centre intends to allocate to controlled sessions for the completion of the tasks, and given a timetable of the controlled sessions. The centre must use the *Record of Controlled Sessions* form on page 11 of these *Instructions and Guidance for Teachers* to record the dates and times of sessions when candidates are producing their assignments. This record must be signed by both the supervising teacher(s) and the Head of Centre to confirm the dates on which the controlled sessions took place. The form must be detached from the booklet and posted to the AQA examiner with candidates' work **not later than 14 May 2005**, the last day of the specified period.

During controlled sessions candidates are required to work independently in silence under examination conditions. Candidates are permitted to leave their seats to use facilities such as printers, but may not communicate with any other candidate. AQA examination regulations apply throughout the controlled sessions, with exceptions detailed in these instructions.

If candidates seek advice during the specified period, teachers are permitted to explain any aspect of the *Candidate's Booklet* to enable candidates to understand what they must produce for the tasks. This advice, however, should be of a general nature, and should be concerned primarily with the interpretation of the tasks in the assignment. Teacher guidance must not give unfair advantage to any particular candidate.

Candidates may take hard copies of **their own research notes** into the controlled sessions, but not material provided by the teacher such as text books, lesson notes, teacher worksheets or similar materials. Candidates may not take screen prints of websites into controlled sessions. However, it is acceptable for candidates to take in screen prints of search engines containing the results of searches carried out in preparation for the tasks.

Candidates are not permitted to 'copy type' their work from a version made outside controlled sessions.

Candidates may not have access to the Internet or any Intranet during controlled sessions.

Candidates are not permitted to take floppy disks or other electronic media into the controlled sessions. However, before entering the controlled time, and in good time for the convenience of the teacher to check the contents, the candidate may pass to the teacher a floppy disk containing any graphic image the candidate wishes to access. The images should be stored by the teacher in the candidate's User Area of the centre's network that has been set aside for use only during the controlled sessions. For the purposes of Unit 3, a graphic is any object which is not formatted as text, so items such as clipart, photographs, pie charts, graphs, scans of logos, etc, would be acceptable. A scanned image of a page of text saved as a graphic is not acceptable.

All three tasks (the presentation, the report and the newsletter or brochure) must be produced using a computer and then printed out onto A4 paper. Floppy disks, CDs or any other media will **not** be accepted by the examiner.

All work which each candidate hands in for marking by AQA must be his/her own work and not copied from, shared with, or prepared by, anyone else.

Candidate Record Form

Each candidate must complete and sign an *Externally-assessed Candidate Record Form* to confirm that the work they submit for marking is their own, and declaring whether they have had any help from people other than their ICT teacher. Candidates must be made aware that this includes the candidate's parent or guardian and fellow candidates. The teacher must record on the *Candidate Record Form* details of any assistance given to any candidate which is beyond that given to the class as a whole and beyond that described in the specification.

Security of candidates' user areas

Teachers must ensure that suitable equipment is available to candidates to enable them to carry out the tasks effectively.

Centres **must** create separate computer user areas on computers or servers used by candidates, in which each candidate will store their assignments. Centres must ensure that these user areas cannot be accessed by candidates outside the controlled sessions. Access to every area must be directed and controlled by the teacher. This is most easily done by changing passwords (which would be unknown to candidates), or by use of an electronic time-lock, although other electronic means are acceptable.

Candidates are not permitted to work on the tasks outside the controlled sessions.

Submission of candidates' work

The work that each candidate hands in for the AQA examiner to mark:

- must have a fully completed *Externally-assessed Candidate Record Form* as its first page
- must be the candidate's own unaided work
- must have been produced on a computer
- must include the Lists of Sources, which can be handwritten
- must have all the assignment's pages in the correct order and numbered. It is acceptable for this to be done by hand
- must be completed and handed in by the deadline
- must **not** be contained in a plastic wallet
- must be secured as a single document using a 'treasury tag' or string.

With the exception of the *Externally-assessed Candidate Record Form*, all the tasks, any appendices and the lists of sources of information must be numbered in the order in which they are to be read by the examiner.

The way in which assignments are bound is important for their safe passage through the post. When sending assignments to the examiner, they must be arranged in Candidate Number order and posted securely **not later than** 21 January 2005. Centres should obtain a proof of posting receipt for all parcels of examination work. Centres are reminded that candidates' assignments will not normally be returned to centres. They may, however, be requested by centres under the Access to Scripts arrangements.

JCQ Examinations Inspectorate

Centres are required by AQA to supply details of the timetabling of the controlled sessions for Unit 3. This information may be used by visiting members of the JCQ/AQA Examinations Inspectorate to check that controlled lessons are being conducted in accordance with the AQA specification and the *AQA-Assessed Unit: Instructions and Guidance for Teachers*. The Head of Centre will be obliged to make arrangements that will facilitate the work of the JCQ/AQA Examinations Inspectorate.

Candidate absence

If a candidate is absent from a controlled session and has fallen behind in computer hours, teachers should accommodate such occasional absence by ensuring that the opportunity is created for them to make up any session missed. Similarly if a candidate has difficulty producing work on a computer due to system failure, it will be expected that the centre will create an opportunity for the candidate to make good this work.

Candidates with Particular Requirements

Candidates are expected to carry out the three tasks using a computer. Any candidate who does not use a computer to produce the assignment could lose some or all of their marks. Special consideration should be requested from AQA for candidates whose work, including the ability to use a computer in its production, has been affected by illness or other exceptional circumstances. Further information about the circumstances when special consideration may be requested is given in section 16.3, 'Problems with Individual Candidates', of the specification. Information about the procedure is issued separately in the document, *Regulations and Guidance relating to Candidates with Particular Requirements*, which can be obtained from your centre's examinations officer or from AQA.

The Three Tasks

Each of the three tasks must be carried out within the context of a real-life situation that exemplifies the impact of ICT developments in the areas of society identified in the *Candidate's Booklet*.

Task One:

Produce a presentation, with speaker's notes, that could be delivered to an audience showing how developments in ICT have affected Personal Communications

This task is worth 52 marks, so candidates should be encouraged to spend around half of the available time on it.

Candidates should be reminded that marks are primarily for the content of the presentation, the information provided and the conclusions drawn by the candidate. There are very few marks for the technical skill of producing the presentation, and so candidates should not spend large amounts of time using those aspects of the software.

Candidates must produce a presentation which may be **either** a computer slide show **or** a multimedia presentation. As slides are intended to summarise information they must be supported by a set of speaker's notes which provide additional detailed information. Candidates are not required to deliver the presentation – they are simply preparing the materials which would be used.

Candidates must firstly identify the intended audience for their presentation. This must be a specific type (e.g. those attending a Women's Institute meeting), rather than simply 'adults' or 'students'. The presentation must be aimed at that audience, and candidates' evaluations will be required to relate the presentation to the audience.

The presentation must consider how developments in ICT related to Personal Communications have affected **three** identified types of groups or individuals, and the bulk of the content of the presentation must relate to the effects on those three identified groups. Examples of types of individuals or groups might be families, specific clubs and societies, work teams, community groups. Other types of individuals or groups are acceptable. Details of the issues to be described in the presentation are given in the mark scheme for this task.

Candidates will require guidance on the meaning of the term 'ethical and moral implications' and it should be stressed that this is in relation to people's access, or lack of access, to ICT and not to the uses to which ICT is put, as detailed on pages 36 to 39 of the specification.

Candidates are required to provide evidence, such as screen prints, that they have used ICT tools to search for and organise information. Searching might be evidenced through appropriate use of an Internet search engine, using search facilities of a CD-ROM, or selecting data from a database, although other methods may be acceptable. Organising information may be done using an appropriate graph or chart, a suitable table, or other appropriate type of diagram. Other types of evidence may be acceptable. This evidence may be produced as part of research rather than in the controlled session but must be included in the work sent for marking.

Once candidates have completed their presentation, they are required to evaluate it, in terms of its effectiveness for the purpose and audience for which it was intended. Candidates should identify strengths and weaknesses of their presentation, and possible areas for improvement. They are not required to produce a second 'improved' presentation.

As candidates will be producing an electronic presentation for this task, part of the evidence will be screen prints. Each slide is expected to fill an A4 page.

Candidates are required to produce a set of detailed speaker's notes to accompany their presentation. This should be used to provide **additional** information related to the topic of the presentation, ensuring that the candidate satisfies all the requirements of the assessment criteria. The speaker's notes should not simply be a repeat of the content of the slides.

Candidates are required to verify the authenticity of **one** of their sources of information. In doing this, candidates could compare the information obtained from one source with that obtained from another. They should also consider the age of the source, its reliability, and the credibility of the source.

Task Two:

Produce a report on technologies relating to Working Styles and New Employment Opportunities

This task is worth 30 marks, so candidates should be encouraged to spend around one third of the available time on it.

Candidates must produce a report which identifies **three** technologies which are available to access information, exchange information and carry out transactions in relation to Working Styles and New Employment Opportunities. The content of the report should be based on these three technologies although there are instances in which only two of the chosen technologies need be explained to access the marks available. Details are provided in the mark scheme for this task.

Candidates are required to provide evidence, such as screen prints, that they have used ICT tools to search, select and organise information. Searching and selecting might be evidenced through appropriate use of an Internet search engine, using search facilities of a CD-ROM, or selecting data from a database, although other methods may be acceptable. Organising information may be done using an appropriate graph or chart, a suitable table, or other appropriate type of diagram. Other types of evidence may be acceptable. This evidence may be produced as part of research rather than in the controlled session, but must be included in the work sent for marking.

Candidates are required to verify the authenticity of **one** of their sources of information. In doing this, candidates could compare the information obtained from one source with that obtained from another. They should also consider the age of the source, its reliability, and the credibility of the source. Candidates are also required to discuss how useful they found **one** source in the production of their report.

The 'structure' of the report refers to the way in which it is put together, the candidate's use of paragraphs, headings, bullet points, and the sequencing and relevance of the information in the report.

Task Three:**Produce a newsletter or brochure on the purposes of ICT legislation**

This task is worth 18 marks, so candidates should be encouraged to spend around one fifth of the available time on it.

Candidates should be reminded that marks are primarily for the content of the presentation, the information provided and the conclusions drawn by the candidate. There are very few marks for the technical skill of producing the document, and so candidates should not spend large amounts of time using those aspects of the software.

Candidates must produce, using appropriate software, a newsletter or brochure which describes the purposes of **four** pieces of legislation related to the use of ICT and identify, for **three** of those pieces of legislation, the effects which it will have on ICT users. The brochure is likely to be four A4 pages in length. Whilst it is acceptable for candidates to use software templates or wizards, candidates should be made aware that such use may limit the space available for content, which could reduce the number of marks achieved.

Candidates are **not** required to provide detailed information on the content of the legislation – this activity is concerned with the **effects** of the legislation.

Once candidates have produced their newsletter or brochure, they are required to evaluate it, in terms of its effectiveness for the purpose and audience for which it was intended. Candidates should identify strengths and weaknesses of their newsletter or brochure. They are not required to produce a second ‘improved’ document.

Candidates are required to verify the authenticity of **one** of their sources of information. In doing this, candidates could compare the information obtained from one source with that obtained from another. They should also consider the age of the source, its reliability, and the credibility of the source.

Candidates must use appropriate sizes and styles of font in the production of their newsletter or brochure. It is unlikely that font size 10pt or smaller would be appropriate for body text.

Task One: Presentation (52 Marks)

Candidate describes groups and/or individuals affected by ICT systems
(9 marks)

Identify 3 groups (1 mark for each, up to 3 marks)

Description of 3 groups (1 mark for each, up to 3 marks)

Relate groups to ICT use (1 mark for each, up to 3 marks)

Candidate considers consequences of lack of access to ICT and benefits available through use of ICT
(10 marks)

Consequences of lack of access to ICT (1 mark for each, up to 5 marks)

Benefits of use of ICT (1 mark for each, up to 5 marks)

Candidate's work is effective and appropriate to needs of audience, and is produced using fully the software features available **(6 marks)**

Identify audience (1 mark)

Format appropriate for audience (1 mark)

Use of software features (1 mark for each, up to 4 marks)

Candidate work includes evidence of use of ICT to search for and organise information **(6 marks)**

Use of ICT to search for information (up to 3 marks)

Use of ICT to organise information (up to 3 marks)

Candidate demonstrates depth of knowledge of effects of ICT developments on the chosen groups and/or individuals **(5 marks)**

Depth of knowledge (up to 5 marks)

Candidate makes informed suggestions how ICT developments will affect chosen groups and/or individuals, based on knowledge of effects of ICT developments **(7 marks)**

Basic details of future effects on each of the 3 groups (1 mark per group, up to 3 marks)

Detailed/contextualised/justified details of future effects (up to 4 marks)

Candidate evaluates own work and details validated sources of information. Candidate recognises and explores ethical and moral implications of access to ICT **(9 marks)**

Evaluation of work (3 marks)

Sources of information (2 marks)

One source validated (1 mark)

Ethical and moral implications (3 marks)

Task Two: Report (30 Marks)

Candidate produces a basic description of three technologies available to access and exchange information and carry out transactions **(8 marks)**

Identify 3 technologies (1 mark for each, up to 3 marks)

Basic description of 3 technologies (1 mark for each, up to 3 marks)

More details on 1 or more of the technologies (1 mark for each, up to 2 marks)

More detailed description, including main purposes of technologies available, giving advantages and disadvantages, using ICT to search, select and organise information **(8 marks)**

Purposes of 2 technologies (1 mark for each, up to 2 marks)

Advantages of 2 technologies (1 mark for each, up to 2 marks)

Disadvantages of 2 technologies (1 mark for each, up to 2 marks)

Use of ICT to search for and select information (1 mark)

Use of ICT to organise information (1 mark)

Candidate identifies changes over time based on detailed descriptions of purposes, advantages and disadvantages **(6 marks)**

Identify 3 changes over time (1 mark for each technology, up to 3 marks)

More detail of changes over time (1 mark for each technology, up to 3 marks)

Candidate produces well-structured description, including List of Sources of information, with one source evaluated and validated **(8 marks)**

Well-structured report (up to 3 marks)

List of range of sources (up to 2 marks)

Sources specifically related to content of report (1 mark)

Validation of one source (1 mark)

Evaluation of one source (1 mark)

Task Three: Newsletter or Brochure (18 Marks)

Candidate produces a simple description of the main purposes of legislation covering working with, and using, ICT **(4 marks)**

Simple descriptions of main purposes (1 mark for each, up to 4 marks)

Candidate produces a more detailed description, which includes an explanation of implications for users of implementing the legislation **(7 marks)**

More detailed descriptions of 4 pieces of legislation (1 mark for each, up to 4)

Implications for users explained for each of 3 pieces of legislation (1 mark for each, up to 3 marks)

Candidate produces a detailed and well-structured description which includes details of the sources of information, and validates those as part of a detailed evaluation of the work **(7 marks)**

Well-structured description (up to 2 marks)

Details of sources (1 mark)

At least one source validated (1 mark)

Detailed evaluation of work (3 marks)

Marking Scheme for Specimen Paper

Task One: Presentation (52 Marks) – Produce a presentation, with speaker’s notes, that could be delivered to an audience showing how developments in ICT have affected Personal Communications.

Candidate describes groups and/or individuals affected by ICT systems (9 marks)

- Identify 3 groups (1 mark for each, up to 3 marks)

Candidates are required simply to identify any three groups/individuals that will be affected by developments in ICT related to personal communications. There is no need for any details; simply naming the group is sufficient to achieve the marks.

Candidates may identify either groups or individuals, but these must be specific types, for example, ‘adults’ is too vague, but ‘disabled adults’ would be acceptable.

1 mark is awarded for each of three acceptable types of group/individual identified.

- Description of 3 groups (1 mark for each, up to 3 marks)

Candidates are required to describe the groups/individuals they have identified above, for example, what type of disability, what are the particular needs of the members of the group. This might include keeping in contact with relatives, the ability to contact emergency services, etc.

- Relate groups to ICT use (1 mark for each, up to 3 marks)

This is an extension of the description above which refers specifically to the ICT needs of the groups/individuals identified.

Candidate considers consequences of lack of access to ICT and benefits available through use of ICT (10 marks)

- Consequences of lack of access to ICT (1 mark for each, up to 5 marks)

Candidates should identify the consequences to their identified groups or individuals of not having any access to ICT. It is important that responses relate to the lack of ICT, rather than disadvantages of having ICT. Answers are likely to relate to the difficulty of communication with friends, relatives or colleagues, possible lack of business as a result, difficulty in getting help in an emergency, feelings of isolation or loneliness, but other appropriate responses are acceptable.

1 mark may be awarded for identification of a consequence with very brief detail, or up to 3 marks for a very detailed and reasoned discussion of one consequence. It is likely that the third mark will only be awarded for an exceptionally detailed and considered response. Candidates may be awarded 5 marks for brief details of five consequences.

- Benefits of use of ICT (1 mark for each, up to 5 marks)

Candidates should identify benefits of the use of ICT by the groups or individuals identified. Responses must relate to the use of ICT for personal communications.

1 mark may be awarded for identification of a benefit with very brief detail, or up to 3 marks for a very detailed and reasoned discussion of one benefit. It is likely that the third mark will only be awarded for an exceptionally detailed and considered response. Candidates may be awarded 5 marks for brief details of five benefits.

Candidate's work is effective and appropriate to needs of audience, and is produced using fully the software features available (6 marks)

- Identify audience (1 mark)

1 mark may be awarded if the candidate has explicitly identified an audience for the presentation. This may be identified either in the speakers' notes or on one of the slides. The audience should be specific, so 'adults' is not acceptable, but 'those attending a Women's Institute meeting' would be acceptable.

- Format appropriate for audience (1 mark)

1 mark may be awarded if the content, format and appearance of the slides are considered appropriate for the identified audience. Examiners should consider backgrounds and fonts used, animations, and tone and language of text.

- Use of software features (1 mark for each, up to 4 marks)

Candidates should be awarded 1 mark for use of each software features. These include:

- text
- a background
- inserting clip-art or a photograph
- use of animation
- flowchart or similar diagram

but other features are acceptable.

Use of these features should be appropriate to the context. Marks are not awarded for aesthetics.

Candidate's work includes evidence of use of ICT to search for and organise information (6 marks)

- Use of ICT to search for information (up to 3 marks)

Candidates should demonstrate that they have used ICT as a tool for researching information. This is likely to be done through a screen print of an Internet search engine or similar search feature on a CD-ROM or other software. Marks should be awarded as follows:

1 mark for evidence of the use of a search feature, such as a screen print

1 mark for appropriate search criteria, which must have been entered into the correct field and must be related to the content of the presentation

1 mark for evidence of the use of some information generated from the search or one of its hyperlinks.

- Use of ICT to organise information (up to 3 marks)

Candidates should demonstrate that they have organised information within their presentation or their speakers' notes using an ICT tool. This may be:

- a pie chart or graph
- an organisation chart
- a flow chart
- an ICT-generated diagram
- a table

but other types of organisation are acceptable.

The information organised must relate both to the identified groups or individuals and the context of personal communications.

Candidate demonstrates depth of knowledge of effects of ICT developments on the chosen groups and/or individuals (5 marks)

Candidate demonstrates that they have detailed knowledge of the effects of ICT on the personal communications of their identified groups/individuals. This may either be by providing detailed information on two or three areas, or additional information on a larger number of aspects.

It is unlikely that any one piece of information will be awarded more than 2 marks.

Candidate makes informed suggestions how ICT developments will affect chosen groups and/or individuals, based on knowledge of effects of ICT developments (7 marks)

- Basic details of future effects on each of the 3 groups (1 mark per group, up to 3 marks)

Candidate considers current use of ICT by the identified groups in relation to personal communications, and predicts what is likely to happen in the future. Suggestions should be realistic, and based on current situation as described in the presentation. Only basic descriptions are required. 1 mark for comments on each group.

- Detailed/contextualised/justified details of future effects (up to 4 marks)

Candidate produces extended/more detailed descriptions on the future. Up to 2 marks available for more details, or well thought-out comments specifically contextualised to a particular identified group.

Candidate evaluates own work and details validated sources of information. Candidate recognises and explores ethical and moral implications of access to ICT (9 marks)

- Evaluation of work (3 marks)

3 marks for a detailed evaluation of the presentation. Comments made should not be trivial or simplistic. Comments must be evaluative rather than simply descriptive. Comments must relate to the purposes of the presentation and its relation to its specified audience.

Marks are likely to be awarded as follows:

- 1 mark for strengths
- 1 mark for weaknesses
- 1 mark for suggested improvements

However, any of these may be awarded up to 2 marks for a very detailed and well thought-out response, up to a maximum of 3.

- Sources of information (2 marks)

1 mark for each type of appropriate source of information used.

Sources are likely to be:

- web sites
- books
- magazines/periodicals
- interviews/visits/questionnaires

but others are acceptable.

- One source validated (1 mark)

1 mark if one the sources listed has been validated appropriately.

- Ethical and moral implications (3 marks)
Candidate discusses ethical and moral implications for the groups on the use of ICT for personal communications. Issues raised may include
 - lack of privacy
 - risk of paedophiles in chat rooms etc
 - spreading of viruses
 - software piracy/theft
 but other ideas are acceptable.
Responses must relate both to the identified groups and personal communications.

Task Two: Report (30 Marks) – Produce a report on technologies relating to Working Styles and New Employment Opportunities

Candidate produces a basic description of three technologies available to access and exchange information and carry out transactions (8 marks)

- Identify 3 technologies (1 mark for each, up to 3 marks)
1 mark for each of three technologies listed which relate to working styles and new employment opportunities. Technologies may include:
 - mobile phone
 - video conferencing
 - use of internet
 - fax machine
 - e-mail
 but any other appropriate technology is available.
The requirement for these marks is simply a list of 3 technologies – no detail is needed.
- Basic description of 3 technologies (1 mark for each, up to 3 marks)
Response must relate to the 3 technologies identified above. 1 mark for each of 3 descriptions describing what technology is/does.
- More details on 1 or more of the technologies (up to 2 marks)
Responses must relate to the technologies listed above. 1 mark for each more detailed description which extends the description above with more contextualisation and detail up to a maximum of 2 marks.

More detailed description, including main purposes of technologies available, giving advantages and disadvantages, using ICT to search, select and organise information (8 marks)

- Purposes of 2 technologies (1 mark for each, up to 2 marks)
1 mark for each description of how the technologies listed above relate to working styles and new employment opportunities.
- Advantages of 2 technologies (1 mark for each, up to 2 marks)
Responses must relate to the technologies listed above. 1 mark for each specific advantage that identifies how the technology is an advantage to working styles and employment opportunities.

- Disadvantages of 2 technologies (1 mark for each, up to 2 marks)

Responses must relate to the technologies listed above. 1 mark for each specific description of how the technology creates a disadvantage to working styles and employment opportunities.

- Use of ICT to search for and select information (1 mark)

Candidates should demonstrate that they have used ICT as a tool for researching information. This is likely to be done through a screen print of an Internet search engine or similar search feature on a CD-ROM or other software. Marks should be awarded for a screen print which demonstrates that a search engine has been used with appropriate search criteria.

- Use of ICT to organise information (1 mark)

Candidates should demonstrate that they have organised information within their presentation or their speakers' notes using an ICT tool. This may be:

- a pie chart or graph
- an organisation chart
- a flow chart
- an ICT-generated diagram
- a table

but other types of organisation are acceptable.

The information organised must relate both to the identified groups or individuals and the context of personal communications.

Candidate identifies changes over time based on detailed descriptions of purposes, advantages and disadvantages (6 marks)

- Identify 3 changes over time (1 mark for each, up to 3 marks)

Candidate identifies simplistically three changes over time related to the use of their identified technologies in working styles. 1 mark for each change over time identified, no significant detail needed.

- More detail of changes over time (1 mark for each, up to 3 marks)

Candidate provides more detailed or contextualised descriptions of the changes over time they have identified above. 1 mark for each.

Candidate produces well-structured description, including List of Sources of information, with each source evaluated and validated (8 marks)

- Well-structured report (up to 3 marks)

Candidate's report must be well-structured to accepted conventions. Marks may be awarded for:
 introduction/conclusion paragraphs which relate the content to the context
 appropriate use of paragraph/section headings
 appropriate use of bullets/numbering

- List of range of sources (up to 2 marks)
1 mark for each type of appropriate source of information used.
Sources are likely to be:
web sites
books
magazines/periodicals
interviews/visits/questionnaires
but others are acceptable
- Sources specifically related to content of report (1 mark)
1 mark if candidate has identified which specific piece of information was obtained from which source.
Source and information must be related to Working Styles and new employment opportunities.
- Validation of one source (1 mark)
1 mark if one the sources listed has been validated appropriately.
- Evaluation of at least one source (1 mark)
1 mark if candidate has commented on the usefulness or effectiveness of one of the sources, in terms of its contribution to the report content.

Task Three: Newsletter or Brochure (18 Marks) – Produce a newsletter or brochure on the purposes of ICT legislation.

Candidate produces a description of the main purposes of legislation covering working with, and using, ICT (8 marks)

- Simple descriptions of main purposes of four pieces of legislation (1 mark for each, up to 4 marks)
1 mark for each description of the purpose of **four** pieces of legislation related to the use of ICT. These might include
 - Data Protection Act
 - Computer Misuse Act
 - Regulation of Investigatory Powers Act
 - Copyright Designs and Patents Act
 - Health and safety Act
 but others are acceptable.

 Descriptions may be very simplistic for these marks.

 If candidate has included more than four pieces of legislation, the best four should be chosen.
- Full descriptions of main purposes of the four pieces of legislation (1 mark each, up to 4 marks)
1 additional mark may be awarded for each piece of legislation for the inclusion of more detail in the description.

Candidate includes an explanation of implications for users of implementing the legislation (3 marks)

- Implications for users of 3 pieces of legislation (1 mark for each, up to 3 marks)
1 mark for each of 3 statements relating the legislations to an effect on a specified user, whether an end-user, manager or technician.

Candidate produces a detailed and well-structured description which includes details of the sources of information, and validates those as part of a detailed evaluation of the work (7 marks)

- Well-structured description (up to 2 marks)
1 mark to be awarded if the document ‘looks like’ a brochure or newsletter, rather than simply word processed text.
1 mark for any of the following:
 - use of appropriate side headings, or section headings
 - appropriate use of bullets and/or numbering for ease of reading
 - appropriate introduction and conclusion paragraphs
- Details of sources (1 mark)
1 mark for identification of at least two sources which have been used in the preparation of the document.
- One source validated (1 mark)
1 mark if one the sources listed has been validated appropriately.
- Detailed evaluation of work (3 marks)
3 marks for a detailed evaluation of the newsletter or brochure. Comments made should not be trivial or simplistic. Comments must be evaluative rather than simply descriptive.
Marks are likely to be awarded as follows:
 - 1 mark for strengths
 - 1 mark for weaknesses
 - 1 marks for suggested improvementsHowever, any of these may be awarded up to 2 marks for a very detailed and well thought-out response, up to a maximum of 3.