Assessment Criteria – Unit 1: The Information Age

(a)	**Mark Band 1** The learner: • uses the internet to find some relevant information about different types of online services, but needs extensive prompting • gives a brief description of at least five different types of online service • makes some evaluative comments about each of the online services described, but not sufficient to give a clear picture of the current scope and limitations of the internet as a whole. (0 − 5)	**Mark Band 2** The learner: • uses the internet to find a range of relevant information about different types of online services, needing only limited prompting • gives a detailed description − supported by examples − of at least five different types of online service • makes some relevant evaluative comments about each of the online services described and gives an indication of the current scope and limitations of the internet as a whole. (6 − 8)	**Mark Band 3** The learner: • uses the internet to find a wide range of relevant information about different types of online services, independently • gives a comprehensive description − supported by a range of well chosen examples − of at least five different types of online service • provides a considered evaluation of each of the online services described and gives a clear and balanced picture of the current scope and limitations of the internet as a whole. (9 − 11)

Comments: There are five online services, Communication, Entertainment, Download services, Commerce (Note, shopping, banking, Auctions have been correctly used as examples to illustrate this topic) and Real Time Information, all with several examples to illustrate the services which include screen prints. The candidate has used their own words and included some evaluative comments. There is a section titled Conclusion which addresses the overall comments on the Internet as a whole. The candidate is working in the border area of mark band 2 and 3 but there are insufficient evaluative comments to reach mark band 3.

Mark Awarded: 8

(b)	Mark Band 1 The learner: • uses a limited range of sources to gather some relevant information about how ICT affects different aspects of people's lives, but needs extensive prompting • gives a brief description of how ICT is affecting at least five different aspects of people's lives • identifies some benefits and drawbacks, but not sufficient to give a clear picture of life overall in the Information Age. (0 − 5)	Mark Band 2 The learner: • uses a range of sources to gather relevant information, needing only limited prompting • gives a detailed description − supported by examples − of how ICT is affecting at least five different aspects of people's lives • describes some benefits and drawbacks, giving an indication of life overall in the Information Age. (6 − 8)	Mark Band 3 The learner: • uses a wide range of sources to gather relevant information, independently • gives a comprehensive description − supported by a range of well chosen examples − of how ICT is affecting at least five different aspects of people's lives • analyses the benefits and drawbacks, giving a clear and balanced picture of life overall in the Information Age. (9 − 10)

Comments: A survey was conducted and it was good to see different age groups being represented. Five topics were explored, Employment Opportunities, Education, Entertainment and Leisure, Banking and Shopping and Crime and Prevention. All these are illustrated with quotations which are correctly included in quotes and italics with a reference number to the bibliography. There are screen shots as well.   The candidate has used a range of different sources, i.e. Internet, personal experience, interview. There are good evaluative comments with Personal, Social and Professional aspects of people's lives being addressed across the topics chosen. The evaluative comments are plentiful in this section and there is a good understanding of life overall in the Information Age which is supported by the Introduction and Conclusion of the ebook. Although the candidate has reach mark band 3 there is insufficient evidence to support all marks in mark band 3 which requires comprehensive descriptions with a clear and balanced picture of life overall in the Information Age. More evidence relating to a wider range of people would have raised this evidence to the top of mark band 3.

Mark Awarded: 9

(c)

Mark Band 1	Mark Band 2	Mark Band 3
The learner:	The learner:	The learner:
• gives a brief description of:	• gives a detailed description — supported by examples — of:	• gives a detailed description — supported by a range of well-chosen examples (both global and local) — of:
– at least three factors contributing to the digital divide	– at least three factors contributing to the digital divide	– at least three factors contributing to the digital divide
– some of the measures being taken to bridge the gap	– some of the measures being taken to bridge the gap	– some of the measures being taken to bridge the gap
• makes some evaluative comments about the impact/extent of the digital divide, but not sufficient to give a clear picture of the current situation.	• makes some relevant evaluative comments about the impact/extent of the digital divide which give an indication of the current situation.	• provides a considered assessment of the impact/extent of the digital divide, giving a clear picture of the current situation both globally and locally.
(0 — 4)	(5 — 6)	(7 — 8)

Comments: The candidate has written this section in own words and demonstrates understanding of the Digital Divide.   Three factors have been described, Economic, Geographical and Fear of Technology. These sections are illustrated with evidence of research (not all the sources are shown) and the candidate has made evaluative comments.   There are references to both local and global situations. There is only one measure to bridge the gap described in detail but general reference to others which means the evidence for this section does not address mark band 2 fully. This section has the appearance of not having so much time spent on it as the pages are not so well put together.

Mark Awarded: 5

(d)

Mark Band 1	Mark Band 2	Mark Band 3
The e-book:	The e-book:	The e-book:
• demonstrates **limited** application of multimedia design principles for onscreen publications	• demonstrates **sound** application of multimedia design principles for onscreen publications	• demonstrates **sophisticated** application of multimedia design principles for on-screen publications
• shows **limited** awareness of audience and purpose. Whilst working on the e-book the learner adheres to relevant standard ways of working, but needs **frequent** prompting. (0 − 9)	• shows **some** awareness of audience and purpose. Whilst working on the e-book, the learner adheres to relevant standard ways of working, with only **occasional** prompting (10 − 13)	• shows **full** awareness of audience and purpose. Whilst working on the e-book the learner adheres to relevant standard ways of working, **independently**. (14 − 17)

Comments: There is a link to a self-contained ebook. The Home Page clearly sets the scene for the audience in 100 year's time by explaining some main events of today. The ebook is well designed with sequential links so that it can be read as a book. The non sequential links are clearly shown with a side menu. This is very good practice. Some multimedia design principles have been addressed. The font is of a style and size that is easy to read. The colours work well. The evidence fits the screen and there is no scrolling as buttons have been used effectively. However, section C is not so well put together and the style is not consistent throughout the ebook. The font style changes as does the line spacing and sizing. There is sufficient evidence to access all the marks in mark band 2

Mark Awarded: 13

(e)

Mark Band 1	Mark Band 2	Mark Band 3
In creating the e-book, the learner	In creating the e-book, the learner:	In creating the e-book, the learner
• selects and uses some suitable readymade multimedia components, although not always appropriately	• selects and uses **suitable** ready-made multimedia components **appropriately**	• selects and uses a **range** of **suitable** ready-made multimedia components **effectively**
• creates and uses some suitable original multimedia components, although not always appropriately	• creates and uses **suitable** original multimedia components **appropriately**	• creates and uses a **range** of **suitable** original multimedia components **effectively**
• selects and uses software tools, although not always appropriately	• selects and uses software tools **appropriately**	• selects and uses appropriate software tools **competently**
• carries out some **limited** testing and quality control, but not sufficient to guarantee that it **functions** correctly. (0 − 5)	• carries out **adequate** testing and quality control of the e-book to ensure that it **functions** correctly . (6 − 8)	• carries out **extensive** testing and quality control of the e-book to ensure that it **functions** correctly and is **fully fit for purpose**. (9 − 10)

Comments: The online services section has a good range of downloaded screen prints to illustrate the comments and the candidate has used links and pointers well to help the reader understand them.   There are a good range of screen prints and graphics illustrating the use of ready made materials.   The use of original multimedia is there as the candidate produced graphs for the survey in section b (Life in the Information Age) and has edited images for the ebook. However, the candidate has not used sound, video or animation which would be expected if addressing mark band 3.

The ebook works as it is easy to navigate with links working. (Note one link in the Digital Divide section does not work).   There are a few uncorrected errors remaining and some of the line spacing is not correct. This means the ebook is not fully tested and keeps the candidate at the bottom end of mark band 2.

Mark Awarded: 6

(f)	Mark Band 1	Mark Band 2	Mark Band 3
	The learner makes some relevant evaluative comments about key features of:	The learner makes some relevant evaluative comments about key features of:	The learner evaluates key features of:
	• the e-book	• the e-book	• the e-book
	• their own performance.	• their own performance, incorporating feedback from others.	• their own performance, incorporating feedback from others and suggesting at least one sensible improvement.
	(0 − 1)	(2)	(3 − 4)

Comments: There is an evaluation of the ebook which includes feedback from others. The comments are more about problems and do not really evaluate the ebook. There are some comments on own performance but again what the candidate did rather than evaluating the performance.   Really only mark band 1 has been addressed.

Mark Awarded: 1

Overall Comments: The eportfolio is easy to access. The candidate has used folders and a sensible link (index.htm) to start the eportfolio. The Index page contains the link to the ebook and there are links to supporting evidence.   The bibliography gives basic details of the source but the ebook has a number at the appropriate points which relates to the entry in the bibliography which is helpful.

The candidate is clearly working at AS level for this qualification with much of the evidence being of a high standard. It would appear that section c was a little rushed and this may have been the cause of the weaknesses in sections d and e.

Many candidates do not address strand f well. This candidate is clearly capable of making evaluative comments and, again, may not have allowed sufficient time for this strand.

The end mark reflects a candidate working in the B grade area although clearly capable of achieving an A.

Overall Mark Awarded: 42/60