



**General Certificate of Education (A-level) Applied
January 2012**

**Applied Information and
Communication Technology**

IT01

**(Specification
8751/8753/8756/8757/8759)**

Unit 1: ICT and Society

Report on the Examination

Further copies of this Report on **the Examination** are available from: aqa.org.uk

Copyright © 2011 AQA and its licensors. All rights reserved.

Copyright

AQA retains the copyright on all its publications. However, registered schools/colleges for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to schools/colleges to photocopy any material that is acknowledged to a third party even for internal use within the centre.

Set and published by the Assessment and Qualifications Alliance.

The Assessment and Qualifications Alliance (AQA) is a company limited by guarantee registered in England and Wales (company number 3644723) and a registered charity (registered charity number 1073334).
Registered address: AQA, Devas Street, Manchester M15 6EX.

Unit 1: ICT and Society (IT01)

General comments

Most centres had clearly prepared their students well for the examination and some excellent work was seen. The standard of responses to the task was generally high, with many students gaining good marks for their work.

A significant number of students submitted excessive numbers of repetitive screenshots, most of which did not contribute to the marks given. A short set of well selected screenshots with suitable commentary generally gains more marks than reams of repetitive and/or poorly explained pages. Students are advised to consider how best to spend their time in order to maximise their marks. Where questionnaires have been used centres are reminded to encourage students to limit what is included to one completed example and a summary of results.

Most students submitted their work in the order of the tasks in the Candidate Booklet and numbered all pages consecutively as required. The candidate's name, examination number and centre number should also be put on every page.

The majority of work was submitted as requested, securely bound using treasury tags. However some students incorrectly submitted work in envelopes and plastic folders. Examiners also reported that some scripts were insecurely packaged, which leads to the risk of loss or damage in transit to the examiner.

If A3 pages are submitted these must be secured in such a way that they are able to be opened easily so that the whole page is clearly visible when turned.

Some students submitted work that was not legible because of colour clashes or size of text. Where the examiner could not read the work they were not able to award credit for the content of the pages. Those students who had identified that their work was unreadable (because of the differences between on-screen and printed versions) and had supplied an amended, legible version were given appropriate credit.

Those students who showed a thorough understanding of the issues involved, addressed their points clearly to the audience and presented their work appropriately gained high marks.

Centres are reminded that all scripts should have a Candidate Record Form securely attached, signed by both candidate and supervisor. The examination scripts should be accompanied by the Attendance List, Centre Declaration Sheets and Record of Controlled Conditions.

The task

Students were asked to produce a set of web pages to be loaded on to the school VLE. The pages are for an ICT teacher to use with their Year 7 pupils to explain to them how ICT is, or will be, used in the activities of promoting, organising and running, and reporting on the 2012 Olympic and Paralympic Games. The teacher also wants the pupils to understand the benefits and drawbacks of the use of ICT for those involved.

Tasks carried out during Investigation Time

Items (a) and (n)

Almost all students gained three marks in this section. A few failed to gain the third mark because their monitoring comments did not explain the reasons for making changes to the time plan while a small number only gained one mark by only giving one of either planned or actual dates or times.

Item (b)

Most students were able to describe the characteristics of the target audience and some of the effects of these on content or layout for two marks. Those students who demonstrated a good understanding of their audience and discussed the impact of the audience's characteristics and/or requirements on both content and layout gained maximum marks. Students who had carried out research on their target audience and drew suitable conclusions were able to do this well.

Item (c)

There was clear evidence that a significant number of students did not have an understanding of what is meant by evaluation criteria, instead providing 'to do' lists or commentaries. Those who posed questions that could be used to assess the effectiveness of the pages created in fulfilling their purpose and satisfying the audience, and that were clearly related to the scenario, gained good marks.

Item (d)

Most students gained three marks in this section by showing that they had used a range of sources and by following the guidance for writing a bibliography in the Candidates' Booklet. Students should be encouraged to use both online and offline resources.

Item (e)

Many students produced sketches that were well annotated, and included notes about their suitability for the audience and so gained three marks. A few students achieved just one mark for providing simple designs that only labelled text and image areas.

Item (f)

The majority of students were able to demonstrate that they had tested their designs on members of the target audience and had then drawn conclusions from their testing, and so gained both marks.

Item (g)

Some very good clear designs were seen, with excellent annotation. However many students did not include all measurements and properties for the range of features that would be used, and only gained some of the marks available. A very few students showed exactly how all the pages were to be laid out and explained all the features. These students gained full marks.

Item (h)

Most students provided clear screen shots showing all the files of textual material and image files necessary to complete the examination tasks, as required. Screenshots that show only folders of image files or text files are not sufficient to gain the available mark.

Item (i)

Those students who carefully chose the screenshots that enabled them to point out the range of software features used scored well on this item. If they explained most of the features in the context of the web pages and related the facilities used to the audience they gained four or five marks. If they also showed sufficient understanding of fitness for purpose they achieved the sixth mark.

Item (j)

The majority of students were able to show how their work was composed and were able to cross reference all their text and images to their research files. These students were awarded five marks. Very few students were able to demonstrate clearly the development of their work, for the sixth mark.

Item (k)

The quality of written communication in the pages produced was also assessed in this section. The quality of written communication assesses the student's ability to use correct, clear, English with good spelling and punctuation, as well as presenting the work in a way that is fit for the purpose and intended audience. This was assessed over the whole content and layout of the web pages. In addition, the student's understanding of the issues posed by the task was assessed in this item.

The full range of marks was seen with half the students being awarded more than half marks.

It was evident that most students had researched the topic well and clearly understood the activities involved. However many demonstrated only a superficial knowledge of the role of ICT in the activities and most were only able to describe one or two examples in depth. Some students were able to clearly describe a range of ICT systems using language that was appropriate for the audience. These students were also able to discuss the benefits and drawbacks of this use of ICT.

Examples that were appropriate included using the Olympic and Paralympic website and/or those of their sponsors both for advertising and selling tickets and other merchandise; social networking such as Facebook and You Tube, to promote both the events and individual competitors; desktop publishing for leaflets and newsletters. The complex ICT infrastructure used to record and report results was well described as were the demands on current resources e.g. Wi-Fi, and also some of the proposed solutions to these problems. The use of contactless and other payment systems for purchases and travel; the use of HD TV, electronic bulletin boards, mobile phones and the internet in general for reporting; such systems as Hawkeye and video analysis programs were also well described.

A significant number of students were not awarded up to three marks because they had not adequately referenced the sources of their text and images.

Item (l)

The standard of evaluations was high and most students scored at least two of the three marks available. Those students who evaluated their pages with reference to their original evaluation criteria and ensured that they comprehensively analysed the pages in terms of both the purpose and the audience gained the third mark.

Item (m)

Nearly all students were able to evaluate their own performance and described how they overcame problems for one mark. Only a few referred back to item (j) in order to illustrate how these problems were overcome, as required in the brief, for two marks and even fewer were able to provide sufficient detail for both their performance and of problems overcome to gain the third mark.

Item (n) - see (a) and (n) above

Item (o)

Most students produced screenshots of their files in Controlled Conditions, but many did not make it clear which files contained their research material, instead annotating their finished documents. What was required, to gain the mark available, was to show any additions or amendments made to the list of their research text and image files. If none was made then a screenshot with a statement to that effect was sufficient to gain the mark.