AQA

ASSESSMENT and
QUALIFICATIONS
ALLIANCE

APPLIED INFORMATION AND COMMUNICATION TECHNOLOGY (DOUBLE AWARD)

Unit 3: ICT and Society   3850/3/TN

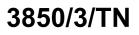AQA-Assessed Unit: Instructions and Guidance for Teachers

1 March 2005 to 14 May 2005

CONFIDENTIAL - OPEN ON OR AFTER 24 FEBRUARY 2005

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.

3850/3/TN

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 2005 series of examinations is:

1 March 2005 to 14 May 2005.

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 ability 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 14 May 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 Law and Order

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 Law and Order 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 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.

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 Businesses and Organisations

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 Businesses and Organisations to allow them to access information, exchange information and carry out transactions. 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 newsletter or brochure, 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 task 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.

Summary of Mark Scheme

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

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)

Turn over ▶

AQA

ASSESSMENT and
QUALIFICATIONS
ALLIANCE

Record of Controlled Sessions   2005

GCSE in Applied ICT (Double Award) 38503
Unit 3: ICT and Society

Centre name: ....   Centre no: ☐ ☐ ☐ ☐ ☐

Date	Time (from/to)	Number of hours (round up or down to the nearest hour)	Signature of supervising Teacher(s)
Total number of hours			Use additional sheets if necessary

Declaration

I confirm that, on the occasions listed above, candidates' AQA-assessed work was produced under controlled conditions as specified in the *Instructions and Guidance for Teachers* and in the terms and conditions of the GCSE in Applied ICT (Double Award) specification, and that every reasonable step has been taken to ensure that the work presented is that of the candidates named. Any assistance given to candidates beyond that given to the class as a whole and beyond that described in the specification has been recorded on the *Externally-assessed work: Candidate Record Form.*

Signature of Head of Centre:..   Date: ....

THIS FORM MAY BE PHOTOCOPIED