

General Certificate of Secondary Education
June 2007



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 2007 to 14 May 2007

CONFIDENTIAL - OPEN ON OR AFTER 23 FEBRUARY 2007

This unit represents one third of a Double Award course.

- The purpose of this booklet is to provide support for teachers in their management of the examination for Unit 3.
- Due to the nature of this assessment, teachers are instructed to read this document. Teachers must familiarise themselves with the content of the *Candidate's Booklet* prior to issuing it to candidates on, or soon after, 1 March 2007.
- 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). They will have been taught the content of all five areas of the unit, as detailed on page 13 of the specification, and given detailed instructions on the requirements of the controlled tasks.

Management of the AQA-Assessed 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 AQA examiner.

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 2007 series of examinations is:

1 March 2007 to 14 May 2007.

Candidates are not permitted to work on the tasks or carry out research for them outside the specified period. During this period, candidates are expected to work on the completion 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. Teachers should include this time in the planning of their scheme of work for the unit.

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

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 to take books, or photocopies of pages of books or printouts of web pages, into the controlled sessions.

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

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

Candidates' lists of sources of information should comprise a list of books, websites and other sources of information that they have used in preparing for the tasks. This should include anyone the candidate has spoken to or interviewed. When referring to people it is their job title or situation that will be important, rather than just their name, as it is the appropriateness of the person as a source of information for the task in hand that is relevant. 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 to deliver content or advice **during** controlled sessions.

Candidates must be advised in advance 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 16 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 2007**, 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. The regulations laid out in the JCQ *Instructions for Conducting Examinations* apply throughout the controlled sessions, with the 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 from search engines containing the results of searches carried out in preparation for the tasks.

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

Candidates must not have access to the Internet or any Intranet during controlled sessions. If they do, this will be considered to be cheating and candidates may be disqualified from at least the subject concerned.

Turn over ►

Candidates are not permitted to take floppy disks or other electronic media into the controlled sessions. However, before entering the controlled session, and in good time for the convenience of the teacher to check the contents, the candidate may pass to the teacher electronically 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, would be acceptable. A scanned image of a page of text saved as a graphic, however, 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 work. It is the centre's responsibility to ensure that candidates are unable to access the Internet or Intranet when working in their secure area. This can be done by setting Internet Proxy settings to a non-existent proxy, but other electronic means are possible. Centres who are unsure how to prevent Internet or Intranet access are advised to speak with their ICT technician. Access to the Internet or Intranet by candidates whilst working in the controlled session will be regarded by AQA as malpractice and candidates may be disqualified from at least the subject concerned.

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.

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
- be the candidate's own unaided work
- have been produced on a computer
- include the lists of sources, which can be handwritten
- have all the pages in the correct order and numbered. It is acceptable for this to be done by hand.
- be completed and handed in by the deadline
- **not** be contained in a plastic wallet
- 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.

It is strongly advised that candidates use the checklist that has been provided on pages 11 to 14 of the *Candidate's Booklet* to show where they have covered the assessment requirements. Candidates may not be able to provide evidence to show that they have met all of the requirements, dependent upon their ability. Candidates should include their completed checklist at the beginning of their assignment before they submit it for marking.

Centres should remember to include in the parcel of work that is to be sent to the AQA examiner:

- the completed *Record of Controlled Sessions*
- the AQA pre-printed attendance list with any absentees duly noted.

The way in which work is bound is important for its safe passage through the post. When sending work to the examiner, scripts must be arranged in candidate number order and posted securely **not later than 14 May 2007**. Centres should arrange for the scripts to be sent to the examiner using the pre-paid Parcelforce service, ensuring that the exam dispatch log is signed by the Parcelforce representative upon collection.

Centres are reminded that candidates' work will not normally be returned to centres. It may, however, be requested by centres under the Access to Scripts arrangements.

Turn over ►

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 sessions are being conducted in accordance with the AQA specification, the *AQA-Assessed Unit: Instructions and Guidance for Teachers* and the JCQ *Instructions for Conducting Examinations*. The Head of Centre is obliged to make arrangements that will facilitate the work of the JCQ/AQA Examinations Inspectorate.

Candidate absence

If a candidate is unavoidably absent from a controlled session and has fallen behind in computer hours, teachers should accommodate such 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 required to carry out the three tasks using computers. Any candidate who does not use a computer to produce their work 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, 'Factors Affecting Individual Candidates', of the specification. Detailed information about the procedure is issued separately in the document, *Access Arrangements and Special Consideration: Regulations and Guidance Relating to Candidates who are Eligible for Adjustments in Examinations*, 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:

Investigate how developments in ICT have affected Working Styles and New Employment Opportunities. Present your findings in a presentation, with speaker's notes, that could be delivered to an audience.

This task is worth 16 marks, so candidates should be encouraged to spend an appropriate amount of the total 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 demonstrating proficiency in the use of the software.

Candidates must produce a presentation in the form of a computer slide show. 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 of person or group of people (e.g. those attending a meeting of a professional or trade association), 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 ICT developments related to Working Styles and New Employment Opportunities have affected **one** identified type of individual or group and the bulk of the content of the presentation must relate to the effects on the identified individual or group. Examples of types of individual or group might be families, specific clubs and societies, work teams, community groups. Other types of individual or group are acceptable. Details of the issues to be described in the presentation are given in the mark scheme for this task.

As candidates will be producing an electronic presentation for this task, part of the evidence will be screen prints. Each screen print is expected to fill an A4 page so that all the text is legible.

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.

Task Two:

Investigate technology related to Entertainment and Leisure and its effect on society. Present your findings in a report.

This task is worth 16 marks, so candidates should be encouraged to spend an appropriate amount of the total time on it.

Candidates must produce a report which identifies **two** available technologies which are related to Entertainment and Leisure. The content of the report should be based on these two technologies.

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:

Investigate the purposes and effects of ICT legislation. Present your findings as a newsletter or brochure for employees of a large organisation.

This task is worth 10 marks, so candidates should be encouraged to spend an appropriate amount of the total time on it.

Candidates should be reminded that marks are primarily for the content of the publication, 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 demonstrating proficiency in the use 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 **two** of those pieces of legislation, the effects which they have on ICT users. The brochure is likely to be four A4 pages in length.

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

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

Additional marks

There are a further 20 marks that can be gained by candidates if they provide additional evidence within their completed assignment.

Candidates will gain additional marks for including a list of the sources they have used in **each** of their three tasks. Further marks will be awarded if they have used a range of sources of different types, for example a book, a website etc. and show this in their list(s).

For the remainder of these additional marks, candidates may produce evidence that they have met the following requirements in **any one** of the three tasks.

- Verified 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 should also discuss how useful they found one source in the production of their presentation, report or newsletter/brochure.

- Used ICT tools to search for, select and organise information.

Searching and selecting might be evidenced through screen prints showing the 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. This evidence must be produced as part of research outside the controlled session but must be included in the work sent for marking.

Information may be organised using an appropriate graph or chart, a suitable table, or other appropriate type of diagram, although other types of evidence may be acceptable.

- Evaluated their presentation, report or newsletter/brochure in terms of its effectiveness for the purpose and audience for which it was intended. Candidates should identify strengths and weaknesses of their document and possible areas for improvement. They are not required to produce a second 'improved' document.
- Considered the ethical and moral issues related to the use of ICT. 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 in Appendix E on page 78 of the specification.

Turn over ►

Summary of Mark Scheme

Task One: Presentation (16 Marks)

Candidate identifies the audience for their presentation and ensures that the presentation is appropriate to the needs of the audience (2 marks)

A1	<p>Identifies the audience (1 mark)</p> <p>1 mark will be awarded if the candidate has explicitly identified an audience for the presentation on their first slide. The audience should be specific, so 'adults' is not acceptable, but 'those attending a meeting of a professional association' would be acceptable. Candidates may produce a presentation for their peer group, which is acceptable.</p>
A2	<p>Format of the presentation is appropriate for the audience (1 mark)</p> <p>1 mark may be awarded if the content, format and appearance of the slides are considered by the examiner to be appropriate for the identified audience. Examiners will consider backgrounds and fonts used, animations, and tone and language of text in making this judgment.</p>

Candidate describes an individual or group affected by ICT systems related to the given aspect/area of society (4 marks)

B1	<p>Identifies one individual or group (1 mark)</p> <p>Candidates are required simply to identify any type of group or individual who will be affected by developments in ICT related to Working Styles and New Employment Opportunities. There is no need for any details of the groups; simply naming the group is sufficient to achieve the mark.</p> <p>A group can be any collection of individuals with a common characteristic or interest. By the nature of the group, some individuals will be excluded. Candidates may identify either a group or an individual, but these must be specific types - for example 'adults' is too vague, but 'disabled adults' would be acceptable. It is likely that candidates will have identified a group or individual related to the topic.</p>
B2	<p>Describes the individual or group (1 mark)</p> <p>Candidates are required to describe the group or individual they have identified above – for example, what are the particular needs of the members of the group. This might include details of their involvement in Working Styles and New Employment Opportunities, relationships to other members of the group, etc.</p>
B2	<p>Relates the individual or group to ICT use (up to 2 marks)</p> <p>This is an extension of the description above which refers specifically to the ICT needs of the group or individual identified. Candidates should identify what specific needs they have for ICT in relation to Working Styles and New Employment Opportunities. This must be in more detail and not just a 'list' of equipment.</p>

Candidate considers the consequences of lack of access to ICT and the benefits available through the use of ICT to their chosen individual or group, related to the given aspect/area of society (6 marks)	
C1	<p>Describes in detail the benefits of the use of ICT (up to 3 marks)</p> <p>Candidates should identify the benefits of the use of ICT by the group or individual identified. Responses must relate to the use of ICT in connection with Working Styles and New Employment Opportunities.</p> <p>1 mark will be awarded for the identification of a benefit with very brief detail, or up to 3 marks for a very detailed and reasoned discussion of one benefit.</p>
C2	<p>Explains the consequences of limited or no access to ICT (up to 3 marks)</p> <p>Candidates must identify the consequences to their identified group or individual of not having any access to ICT. It is important that responses relate to the lack of ICT, rather than disadvantages of having ICT. Candidates must relate their answer to the groups they have identified in B1.</p> <p>Candidates must demonstrate their awareness of the fact that large numbers of people do not have any access to ICT at all.</p> <p>1 mark may be awarded for the identification of a consequence with very brief detail, or up to 3 marks for a very detailed and reasoned discussion of one consequence.</p>

Candidate makes informed suggestions to show how ICT developments already in progress will affect their chosen individual or group in the near future (2 marks)	
D1	<p>Provides basic details of the future effects (up to 2 marks)</p> <p>Candidates must consider the current use of ICT by their identified group or individual in relation to Working Styles and New Employment Opportunities, and use that consideration to predict what is likely to happen in the near future. Suggestions should be realistic, and based on the current situation as described in the presentation.</p>

Candidate's work is produced using the software features available (2 marks)	
E3	<p>Shows use of the software features (1 mark for each, up to 2 marks)</p> <p>Candidates will be awarded 1 mark for use of each software feature. These include:</p> <ul style="list-style-type: none"> • text • a background • inserting clip-art/photograph/graph/hyperlink/WordArt/button • use of animation or transition (annotation acceptable) • creation of flowchart or similar diagram • timing • headers and footers/other amendments to the master page <p>but other features are acceptable.</p> <p>Use of these features should be appropriate to the context. Marks are not awarded for aesthetics.</p>

Turn over ►

Task Two: Report (16 Marks)

Candidate produces a basic description of two technologies available to access and exchange information and carry out transactions (4 marks)

F1	<p>Identifies two technologies (1 mark for each, up to 2 marks)</p> <p>1 mark for each of two technologies listed which relate to Entertainment and Leisure.</p> <p>The requirement for this mark is simply a list of two technologies – no detail is needed, but the technologies chosen must be relevant to the focus area.</p>
F2	<p>Provides a basic description of the two technologies (1 mark for each technology, up to 2 marks)</p> <p>1 mark for a description of the technology describing what the technology is/does.</p>

Candidate produces a more detailed description that includes the main purpose and the advantages and disadvantages of their two technologies (10 marks)

G1	<p>States the purpose of the two technologies (1 mark for each technology, up to 2 marks)</p> <p>1 mark for a description of how the technology relates to, or is used for, Entertainment and Leisure.</p>
G2	<p>Explains one advantage for each technology (2 marks for each, up to 4 marks)</p> <p>2 marks for each specific identified advantage which identifies how the technology is an advantage to Entertainment and Leisure.</p>
G3	<p>Explains one disadvantage for each technology (2 marks for each, up to 4 marks)</p> <p>2 marks for each specific identified disadvantage which identifies how the technology creates a disadvantage to Entertainment and Leisure.</p>

Candidate produces a well-structured, well-organised report that is easy to read and understand (2 marks)

H1	<p>Provides a well-structured, well-organised report (up to 2 marks)</p> <p>Candidates' reports must be well-structured to accepted conventions. Marks will be awarded for:</p> <ul style="list-style-type: none"> • introduction and conclusion paragraphs which relate the content to the context • appropriate use of paragraph/section headings • appropriate use of bullets/numbering.
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Task Three: Newsletter or Brochure on Legislation (10 Marks)

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

I1	<p>Gives a simple description of the main purposes (1 mark for each, up to 4 marks)</p> <p>1 mark for each description of the purposes of four pieces of legislation related to the use of ICT. These might include:</p> <ul style="list-style-type: none"> • Data Protection Act • Computer Misuse Act • Regulation of Investigatory Powers Act • Copyright Designs and Patents Act • Health and Safety At Work Act/Health and Safety Regulations <p>but other appropriate legislation is acceptable.</p> <p>Candidates must include correct name of Act, but a date is not required. Descriptions may be very simplistic for this mark.</p>
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For two of their chosen pieces of legislation, the candidate includes an explanation of the implications for users of implementing the legislation (4 marks)

J1	<p>Implications for users explained (2 marks for each piece of legislation, up to 4 marks)</p> <p>1 mark for each of two statements relating the legislation to an effect on a specified user, whether an end-user, manager or technician for two of their chosen pieces of legislation.</p>
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Candidate produces a well-structured, well-organised newsletter or brochure that is easy to read and understand (2 marks)

K1	<p>Provides a well-structured, well-organised newsletter or brochure (up to 2 marks)</p> <p>1 mark to be awarded if the document ‘looks like’ a brochure or newsletter, rather than simply word processed text. It should be fit for the identified purpose for which it is intended.</p> <p>1 mark for any of the following:</p> <ul style="list-style-type: none"> • use of appropriate side headings, or section headings • appropriate use of bullets and/or numbering for ease of reading • appropriate introduction and conclusion paragraphs.
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Turn over ►

Additional marks that may be gained in any of the three tasks (20 marks)

Candidate provides details of their sources of information. At least one source to be validated and one to be evaluated (10 marks)

L1	Includes a list of their sources of information (up to 3 marks) 1 mark per task for the inclusion a list of sources.
L2	Includes a range of sources of different types (up to 3 marks) 3 marks for the identification of at least three types of sources that have been used in the preparation of the tasks, 1 mark for each type of appropriate source of information used. Types of sources are likely to be: <ul style="list-style-type: none"> • web sites • CD-ROMS • books • magazines/periodicals/leaflets • television documentaries/video • interviews/visits/questionnaires but others are acceptable. Search engines are not acceptable.
L3	Validates one of their sources of information (1 mark) 1 mark if one of the sources listed has been checked appropriately.
L4	Evaluates one of their sources of information (3 marks) The candidate should have commented on the usefulness or effectiveness of the source of information validated in L3, in terms of its contribution to the document content.

Candidate's work includes evidence of the use of ICT to search for, select and organise information (4 marks)

M1	Uses ICT to search for and select information (up to 2 marks) Candidates should demonstrate that they have used ICT as a tool for researching information. This is likely to be done using a screen print of an Internet search engine or similar search feature on a CD-ROM or other software. 1 mark will be awarded for evidence of the use of a search feature, such as a screen print, provided appropriate search criteria have been entered into the correct field and it is related to the content of the presentation, report or newsletter/brochure. A further mark will be awarded for evidence of the use of some of the information generated from the search or one of its hyperlinks in either the presentation, report or newsletter/brochure.
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M2	<p>Uses ICT to organise information (up to 2 marks)</p> <p>Candidates should demonstrate that they have on two occasions organised information within their presentation (or speakers' notes), report or newsletter/brochure using different ICT tools on each occasion. This may be:</p> <ul style="list-style-type: none"> • a pie chart or graph • an organisation chart • a flow chart • an ICT-generated diagram • a table • bullet points <p>but other appropriate types of organisation are acceptable.</p> <p>The information organised must relate both to the identified group/individual, technology or legislation and to the context of the focus area.</p>
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Candidate produces a detailed evaluation of their work for one of the three tasks (3 marks)

N1	<p>Provides a detailed evaluation of one of their tasks (up to 3 marks)</p> <p>3 marks for a detailed evaluation of either their presentation, report or newsletter/brochure. Comments should not be trivial or simplistic but evaluative, rather than simply descriptive. Comments must relate to the purpose of the presentation, report or newsletter/brochure and its relation to its specified audience, where appropriate.</p> <p>Marks are likely to be awarded as follows:</p> <ul style="list-style-type: none"> • 1 mark for strengths • 1 mark for weaknesses • 1 mark for suggested improvements. <p>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.</p>
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Candidate recognises and explores ethical and moral implications of access to ICT in one of the three tasks (3 marks)

O1	<p>Considers ethical and moral issues within one of the three tasks (up to 3 marks)</p> <p>Candidates must discuss ethical and moral implications of the use of ICT related to the given focus area in Task One and Task Two or legislation in Task Three. Issues raised may include:</p> <ul style="list-style-type: none"> • Copyright, Designs and Patents Act (1989) • redundancy and lack of employment • data protection-type issues • lack of privacy • software piracy/theft.
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Record of Controlled Sessions 2007

GCSE Applied ICT (Double Award) 3850/3 *Unit 3: ICT and Society*

Centre name: Centre no:

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Date	Time (from/to)	Number of hours (round minutes up or down to the nearest hour)	Signature of supervising Teacher(s)
Total number of hours (maximum 20)			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 Supervising Teacher(s) Date:

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