

## General Certificate of Secondary Education

# Applied Information and Communication Technology (Double Award) 3851

## Mark Scheme

### *2008 examination – January series*

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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*Dr Michael Cresswell Director General.*

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**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><b>Identifies the audience (1 mark)</b> 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><b>Format of the presentation is appropriate for the audience (1 mark)</b> 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><b>Identifies one individual or group (1 mark)</b> 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. 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><b>Describes the individual or group (1 mark)</b> 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>
B3	<p><b>Relates the individual or group to ICT use (up to 2 marks)</b> 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><b>Describes in detail the benefits of the use of ICT (up to 3 marks)</b></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><b>Explains the consequences of limited or no access to ICT (up to 3 marks)</b></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><b>Provides basic details of the future effects (up to 2 marks)</b></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>
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Candidate's work is produced using the software features available (2 marks)

E1	<p><b>Shows use of the software features (1 mark for each, up to 2 marks)</b></p> <p>Candidates will be awarded 1 mark for use of each software feature. These include:</p> <ul style="list-style-type: none"> <li>• text</li> <li>• a background</li> <li>• inserting clip-art/photograph/graph/hyperlink/WordArt/button</li> <li>• use of animation or transition (annotation acceptable)</li> <li>• creation of flowchart or similar diagram</li> <li>• timing</li> <li>• headers and footers/other amendments to the master page</li> </ul> <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>
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**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	<b>Identifies two technologies (1 mark for each, up to 2 marks)</b> 1 mark for each of two technologies listed which relate to Entertainment and Leisure. 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.
F2	<b>Provides a basic description of the two technologies (1 mark for each technology, up to 2 marks)</b> 1 mark for a description of the technology describing what the technology is/does.

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

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

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

H1	<b>Provides a well-structured, well-organised report (up to 2 marks)</b> Candidates' reports must be well-structured to accepted conventions. Marks will be awarded for: <ul style="list-style-type: none"> <li>• introduction and conclusion paragraphs which relate the content to the context!</li> <li>• appropriate use of paragraph/section headings</li> <li>• appropriate use of bullets/numbering.</li> </ul>
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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><b>Gives a simple description of the main purposes (1 mark for each, up to 4 marks)</b></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"> <li>• Data Protection Act</li> <li>• Computer Misuse Act</li> <li>• Regulation of Investigatory Powers Act</li> <li>• Copyright Designs and Patents Act</li> <li>• Health and Safety At Work Act/Health and Safety Regulations</li> </ul> <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><b>Implications for users explained (2 marks for each piece of legislation, up to 4 marks)</b></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><b>Provides a well-structured, well-organised newsletter or brochure (up to 2 marks)</b></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"> <li>• use of appropriate side headings, or section headings</li> <li>• appropriate use of bullets and/or numbering for ease of reading</li> <li>• appropriate introduction and conclusion paragraphs.</li> </ul>
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**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	<b>Includes a list of their sources of information (up to 3 marks)</b> 1 mark per task for the inclusion a list of sources.
L2	<b>Includes a range of sources of different types (up to 3 marks)</b> 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"> <li>• websites</li> <li>• CD-ROMS</li> <li>• books</li> <li>• magazines/periodicals/leaflets</li> <li>• television documentaries/video</li> <li>• interviews/visits/questionnaires</li> </ul> but others are acceptable. Search engines are not acceptable.
L3	<b>Validates one of their sources of information (1 mark)</b> 1 mark if one of the sources listed has been checked appropriately.
L4	<b>Evaluates one of their sources of information (3 marks)</b> 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	<b>Uses ICT to search for and select information (up to 2 marks)</b> 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.
M2	<b>Uses ICT to organise information (up to 2 marks)</b> 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: <ul style="list-style-type: none"> <li>• a pie chart or graph</li> <li>• an organisation chart</li> <li>• a flow chart</li> <li>• an ICT-generated diagram</li> <li>• a table</li> <li>• bullet points</li> </ul> but other appropriate types of organisation are acceptable. The information organised must relate both to the identified group/individual,

	technology or legislation and to the context of the focus area.
<b>Candidate produces a detailed evaluation of their work for one of the three tasks (3 marks)</b>	
<b>N1</b>	<p><b>Provides a detailed evaluation of one of their tasks (up to 3 marks)</b></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. Marks are likely to be awarded as follows:</p> <ul style="list-style-type: none"> <li>• 1 mark for strengths</li> <li>• 1 mark for weaknesses</li> <li>• 1 mark for suggested improvements.</li> </ul> <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>

<b>Candidate recognises and explores ethical and moral implications of access to ICT in one of the three tasks (3 marks)</b>	
<b>O1</b>	<p><b>Considers ethical and moral issues within one of the three tasks (up to 3 marks)</b></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"> <li>• Copyright, Designs and Patents Act (1989)</li> <li>• redundancy and lack of employment</li> <li>• data protection-type issues</li> <li>• lack of privacy</li> <li>• software piracy/theft.</li> </ul>