

Principal Moderator Feedback

June 2011

GCSE ICT
5333 - ICT and Society

Edexcel is one of the leading examining and awarding bodies in the UK and throughout the world. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers.

Through a network of UK and overseas offices, Edexcel's centres receive the support they need to help them deliver their education and training programmes to learners.

For further information, please call our GCE line on 0844 576 0025, our GCSE team on 0844 576 0027, or visit our website at www.edexcel.com.

If you have any subject specific questions about the content of this Moderators' Report that require the help of a subject specialist, you may find our **Ask The Expert** email service helpful.

Ask The Expert can be accessed online at the following link:

<http://www.edexcel.com/Aboutus/contact-us/>

Alternatively, you can contact our ICT Advisor directly by sending an email to Gareth Byrne on ictsubjectadvisor@EdexcelExperts.co.uk.

You can also telephone 0844 372 2186 to speak to a member of our subject advisor team.

June 2011

All the material in this publication is copyright
© Edexcel Ltd 2011

Principal Moderators' Report – 5333 – ICT and Society

Please read this report in conjunction with the report for 5332.

Strand 3a

This strand was frequently well addressed with many students gaining their highest marks on this component. Candidates often produced a table to show the technologies they used personally, socially and in their school work. The candidates who scored highly selected three or four technologies, each from a different category and produced clear, detailed explanations and in many cases good evaluative statements. Those who did not achieve high marks tended to only analyse one category of technology and did not include evaluative comments. Candidates appear to have benefitted where they had been given some guidance on structuring their work prior to starting the work. Where students wrote in the third person, it was sometimes difficult to determine if they had actually used the technology.

Students who did not reach the higher mark bands usually did so because they had not produced descriptions of the technology used or because they did not cover their personal, social or work related uses of ICT. They also, in many cases, did not say how the technology met their own needs. Several candidates also lost marks because they chose inappropriate technologies such as alarm clocks or hair straighteners!

Strand 3b

Candidates did not always select an appropriate working adult or did not identify an individual and so were placed in the lowest mark band. The candidates who interviewed a person known to them (a friend or parent) generally gave the best evaluations of how technologies met the adult's needs particularly for personal and social use. Where candidates interviewed a person of their own choice they gained far more of an insight into the adult's perception of ICT and its effect on their working style and were able to write a much fuller and reasoned report. Candidates who used a member of their school staff as the working adult did not generally score well as it was obvious they had been given brief descriptions of the technologies used and had not always had the opportunity to fully evaluate the effect of the technologies on their working style. Often students identified working style very briefly and with little evaluation.

Candidates that lost marks for this strand failed to include enough detail about the individual and why they used ICT day to day. Some candidates did not refer to home use investigation only the working environment which meant they could only achieve marks in the lower mark bands.

Strand 3c

This is still weakest area of the coursework for many candidates as at times it was obvious that they had not actually studied and individual or talked to them. However there were examples of pleasing work where candidates

had used a member of their family, a friend or a member of their school as their identified person. The candidates achieving the highest marks in this strand were those who selected someone from their local community who they could interview and receive detailed feedback on how the technologies used met their needs. It was pleasing to see that some candidates had been told about specific technologies by their identified person and had then used the internet to gather more information on the technology and had used it in their descriptions and evaluations.

Centres must ensure that the technology studied is assistive technology and not simply the standard technology used by anyone. The focus must be on technology designed specifically to help someone with special or particular needs – visual impairment, limited mobility, hearing impairment and so on.

Strand 3d

This strand seemed to be covered better this year as candidates identified their community and selected technologies that impacted on the whole community (traffic lights, ATMs and speed cameras). Overall candidates did much better at describing the technologies used by the community and measuring how far they met community needs. However some candidates were still not linking these very well to their own community, not saying where the technologies were placed in the community and why they were there.

Candidates who did not score well did not select appropriate technologies and therefore could not evaluate how these technologies met the needs of the whole community; several candidates still need to develop their evaluative skills. Those who did score well identified the community needs and then went on to describe and evaluate the way the technologies met those needs. Where candidates were briefed on the definition of a community and were encouraged to go out and look around the community, the evidence was well presented and meaningful.

A very few candidates described technologies that were not available to the whole community, such as a burglar alarm on a shop or described technologies that met the needs of an organisation within the community, eg. a bar code reader in a supermarket, but not the needs of the community as a whole.

Strand 3e

This strand was tackled better than in the past. Where candidates did not achieve high marks in this strand this was due to not relating the legislation identified to the people/places studied in the previous components. However there were some good explanations of the legislations and links from some candidates.

Most candidates gained the top of the lowest mark band for describing four items of legislation but then failed to relate the legislation to the people/places they had studied previously and so could not gain higher marks. Some candidates gave too general a link to the people studied and

did not relate the legislation specifically to their named adult or person with difficulties. However, there were far fewer candidates doing this than there has been in previous series.

Candidates were much more careful this year in not choosing legislation that was not connected with ICT (eg. the Disability Discrimination Act) but there were a few cases where candidates described the Health and Safety at Work Act and their School Internet Policy, but failed to link this to the use of ICT equipment.

Grade Boundaries

Centres are reminded that Applied GCSE ICT is an Awarded qualification. As such, grade boundaries are subject to review each series for both written paper and coursework units.

Grade boundaries for this, and all other papers, can be found on the website on this link:

<http://www.edexcel.com/iwantto/Pages/grade-boundaries.aspx>

Further copies of this publication are available from
Edexcel Publications, Adamsway, Mansfield, Notts, NG18 4FN

Telephone 01623 467467

Fax 01623 450481

Email publication.orders@edexcel.com

June 2011

For more information on Edexcel qualifications, please visit
www.edexcel.com/quals

Pearson Education Limited. Registered company number 872828
with its registered office at Edinburgh Gate, Harlow, Essex CM20 2JE

Ofqual
.....



Llywodraeth Cynulliad Cymru
Welsh Assembly Government

