

5333 - Unit 3 Evidence Criteria

Categories of Technology

- . •**Internet** - e.g. email, www, banking, chat rooms, instant messaging, online games, MySpace, etc.....
- . •**Internet technologies** – e.g. modem, ISDN, ADSL, Broadband, WAP
- . •**Communication** - e.g. mobile phone, video phone, video conferencing, information points, bluetooth
- . •**Entertainment** - e.g. games console, MP3/4 player, digital TV, media station
- . •**Control and Monitoring** -e.g. burglar alarm, CCTV, GPS, central heating system, infrared detectors, traffic lights, speed cameras
- . •**Mobile** - e.g. laptop, PDA, wi-fi, Wii
- . •**Data Capture** - e.g. digital camera, voice recorder, scanner, CCTV, MP3/4
- . •**Access** - e.g. touch screen, switch, concept remote controls, digital hearing aid, concept keyboard,
- . •**PC Technology** -e.g. software, hardware
- . •**Storage media** – e.g. DVD, minidisk, CD, USB, Flash Drive, MP3/4, SIM cards
- . •**Financial transactions** - e.g. ATM, EPOS, online banking
- . •**Reprographics** – e.g. photocopier, microfiche

Explanatory statement

- 3(a) to 3(d)** The student will demonstrate their knowledge and understanding of the technology, in relation to the identified needs of the user, by describing how it is used and/or how it works.
- 3(e)** The student will demonstrate their knowledge and understanding of the legislation, in relation to an individual or group from 3(a) to (d), by describing that legislation and how it protects them.

Evaluative statement

- 3(a) to 3(d)** An evaluative statement will show progression from explanatory statement(s) by assessing how well the technology meets the identified needs of the user. This will require them to make comparisons between what the current technology *can* do and what the user *needs* it to do. The evaluative statement may also offer suggestions / explanations of alternative technology/technologies that would better meet their user's needs.
- 3(e)** An evaluative statement will show progression from explanatory statement(s) by assessing how well the legislation protects the people studied from the misuse of ICT. This will require the student to consider what the legislation *does* do for them – and what it *does not* do for them.