

OCR GCSE IN APPLIED ICT (DOUBLE AWARD)

1494

UNIT 3: ICT SURVEY PORTFOLIO

CANDIDATE Y - EXEMPLAR MATERIALS

This collection of exemplar work is designed to accompany Unit 3 of the OCR GCSE specification Applied ICT for teaching from September 2002.

First certification will be available in June 2004 and every January and June thereafter.

This document aims to demonstrate the relationship between candidates' work and the assessment criteria statements. The examples provided represent just a few approaches from a small number of candidates and are not intended to be comprehensive or interpreted prescriptively.

The examples exemplify different standards of work. Some of the examples demonstrate a consistent approach across the objectives, whereas others demonstrate a different standard of achievement for each objective.

Teachers are referred to Section 2.3 of the Teacher Guide (Determining a Candidate's Mark) to further assist their marking.

Applied GCSE

Unit 3 Exemplar Portfolio

Candidate Y

GCSE IN APPLIED ICT (DOUBLE AWARD)

Unit Recording Sheet for Unit 3: ICT Survey Portfolio



Please read the instructions printed at the end of this form. One of these sheets, suitably completed, should be attached to the assessed work of each candidate.

RECOGNISING ACHIEVEMENT

Specification Code	1494	Unit Code	4874	Session	Jan / June	Year	2	0	0
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Centre Name	Centre Number
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Candidate Name	Candidate Number
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Evidence: A survey report and a presentation describing the technologies available to access and exchange information and carry out transactions and detailing the impact of ICT developments on business, working styles and employment opportunities, personal communication, community activities and people with special/particular needs.

Criteria		Teacher Comment	Location	Mark
a1 With help, identify suitable resources and carry out straightforward searches of the internet to find specific information, listing the sources used. 0 1 2 3	a2 Independently identify a range of suitable resources, carry out searches to locate information efficiently on the internet and produce a detailed list of all sources used. 4 5	a3 Identify and use a comprehensive range of resources selectively; use complex techniques to refine searches on the internet and check the information found for accuracy and bias, correctly acknowledging all sources used. 6 7		
b1 Set up a simple database, enter data collected and display results of basic processing. 0 1 2 3	b2 Set up and use a database with related tables to enter and process collected data and display results. 4 5	b3 Use the facilities available in database software to analyse the results of a survey and produce reports. 6 7		
c1 Set up a simple spreadsheet, enter data collected and display results of basic processing. 0 1 2 3	c2 Set up and use a more complex spreadsheet to enter and process collected data and display results. 4 5	c3 Use the facilities available in spreadsheet software to analyse the results of a survey and produce reports. 6 7		
d1 Produce a linear multimedia presentation of two or more pages that includes at least two types of media. 0 1 2 3 4	d2 Produce an interactive multimedia presentation of several pages that enables the user to take different paths through it. 5 6 7	d3 Combine different types of media to produce a comprehensive multimedia presentation, editing the components and the final presentation to produce a high quality product. 8 9		
e1 List possible groups and individuals affected by developments in ICT in at least some of the areas identified. 0 1 2 3	e2 Explain possible effects on groups and individuals of developments in ICT in most of the areas identified. 4 5	e3 Review and assess possible effects on groups and individuals of developments in ICT in all of the areas identified. 6 7		

Criteria		Teacher Comment	Location	Mark
f1 Identify the benefits available from using ICT in at least some of the areas identified. 0 1 2 3	f2 Define some of the needs that are met through the use of IT in most of the areas identified and describe the benefits available. 4 5	f3 Analyse and interpret the needs that are met and the benefits available through the use of ICT in all of the areas identified. 6 7		
g1 List possible consequences to individuals or groups who have restricted or no access to ICT in at least some of the areas identified. 0 1 2 3	g2 Explain possible consequences to individuals or groups who have restricted or no access to ICT in most of the areas identified. 4 5	g3 Review and assess possible consequences to individuals or groups who have restricted or no access to ICT in all of the areas identified. 6		
Total/50				

Please note: This form may be updated on an annual basis. The current version of this form will be sent out automatically by OCR to the Examinations Officer in the Centre upon receipt of provisional entries. You may also refer to OCR website (www.ocr.org.uk) for current version.

Authentication

Teachers should ensure that an OCR Candidate Declaration Sheet is completed for every candidate and sent with the portfolio to the moderator.

Guidance on Completion of this Form

- 1 One sheet should be used for each candidate.
- 2 Please ensure that the appropriate boxes at the top of the form are completed.
- 3 Circle the mark awarded for each strand of the marking criteria in the appropriate box and also enter the circled mark in the final column.
- 4 Add the marks for the strands together to give a total out of 50. Enter this total in the relevant box.

COMMENTARY ON UNIT 3 EXEMPLAR PORTFOLIO – Candidate Y
GCSE IN APPLIED ICT (DOUBLE AWARD)

Evidence: A survey report and a presentation describing the technologies available to access and exchange information and carry out transactions and detailing the impact of ICT developments on business, working styles and employment opportunities, personal communication, community activities and people with special/particular needs.

Criteria			Moderator comment
<p>a1 With help, identify suitable resources and carry out straightforward searches of the internet to find specific information, listing the sources used.</p> <p style="text-align: right;">0 1</p>	<p>a2 Independently identify a range of suitable resources, carry out searches to locate information efficiently on the internet and produce a detailed list of all sources used.</p>	<p>a3 Identify and use a comprehensive range of resources selectively; use complex techniques to refine searches on the internet and check the information found for accuracy and bias, correctly acknowledging all sources used.</p>	<p>The candidate has provided a list of resources from the internet and books. She has printed evidence of searches on the web and of the use of favourites and should be awarded 5 marks for this strand.</p>
<p>b1 Set up a simple database, enter data collected and display results of basic processing.</p> <p style="text-align: right;">0 1</p>	<p>b2 Set up and use a database with related tables to enter and process collected data and display results.</p>	<p>b3 Use the facilities available in database software to analyse the results of a survey and produce reports.</p>	<p>The candidate has produced a relational database with 2 tables. Screen shots of the design view of tables, queries and of forms show evidence of sorting and searching. A report has been produced and the candidate has used the results of her survey to come to conclusions based on her research. A mark of 5 for this strand is appropriate although the candidate has evidenced some aspects of b3.</p>
<p>c1 Set up a simple spreadsheet, enter data collected and display results of basic processing.</p> <p style="text-align: right;">0 1</p>	<p>c2 Set up and use a more complex spreadsheet to enter and process collected data and display results.</p>	<p>c3 Use the facilities available in spreadsheet software to analyse the results of a survey and produce reports.</p>	<p>The candidate has set up a spreadsheet with data from her survey and used the COUNTIF function to produce calculable numerical data. She has produced charts and used absolute cell references and the SUM function together with arithmetical operators. Accordingly a mark of 5 is appropriate for this strand.</p>
<p>d1 Produce a linear multimedia presentation of two or more pages that includes at least two types of media.</p> <p style="text-align: right;">0 1 2</p>	<p>d2 Produce an interactive multimedia presentation of several pages that enables the user to take different paths through it.</p>	<p>d3 Combine different types of media to produce a comprehensive multimedia presentation, editing the components and the final presentation to produce a high quality product.</p> <p style="text-align: right;">5</p>	<p>The candidate has produced a good interactive multimedia presentation with 25 slides, using text and graphics and there is annotation evidence of animation in the presentation. There is no plan, storyboard or structure diagram but the extensive nature and coherent structure with good use of hot spots and buttons suggest the award of the maximum for strand d2 of 7 marks.</p>

continued...

continued...

<p>e1 List possible groups and individuals affected by developments in ICT in at least some of the areas identified. 0 1</p>	<p>e2 Explain possible effects on groups and individuals of developments in ICT in most of the areas identified.</p>	<p>e3 Review and assess possible effects on groups and individuals of developments in ICT in all of the areas identified.</p>	<p>The candidate has not clearly identified the groups or individuals she is commenting on. This makes it difficult to determine where they cover developments in ICT in the stated areas. Nevertheless evidence can be found for 3 identified groups each covering 3 or 4 of the areas. The work would benefit from a better focus i.e. selecting the groups/ individuals and reviewing each area from their standpoint. Groups might be home workers, blind people, internet users, school pupils etc. Individuals could be named people from such groups. It is appropriate to award 4 marks for this strand.</p>
<p>f1 Identify the benefits available from using ICT in at least some of the areas identified. 0 1</p>	<p>f2 Define some of the needs that are met through the use of IT in most of the areas identified and describe the benefits available.</p>	<p>f3 Analyse and interpret the needs that are met and the benefits available through the use of ICT in all of the areas identified.</p>	<p>Between the powerpoint presentation and the two sets of notes the candidate has identified at least one need in four of the areas and 2 benefits in all. There is much repetition and the descriptions do not provide a detailed enough analysis for strand f3. The award of 5 marks in strand f2 is appropriate. The Candidate might improve this work by clearly identifying needs in each area and could link the work to the groups/individuals identified in strands e and g.</p>
<p>g1 List possible consequences to individuals or groups who have restricted or no access to ICT in at least some of the areas identified. 0 1</p>	<p>g2 Explain possible consequences to individuals or groups who have restricted or no access to ICT in most of the areas identified.</p>	<p>g3 Review and assess possible consequences to individuals or groups who have restricted or no access to ICT in all of the areas identified.</p>	<p>People without ICT skills have been identified as losing out on job opportunities but the other consequences listed by the candidate stray from the point and do not deal with groups/ individuals who have restricted access to ICT. No marks are merited in this strand.</p>
<p>The candidate could improve on this portfolio by focusing more on stands e, f and g in particular. The total mark of 31 represents a candidate working at the middle of the grade range.</p>			

Candidate Y

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This contents page is provided to ease navigation of this material and was not produced by the candidate.

Internet Searching

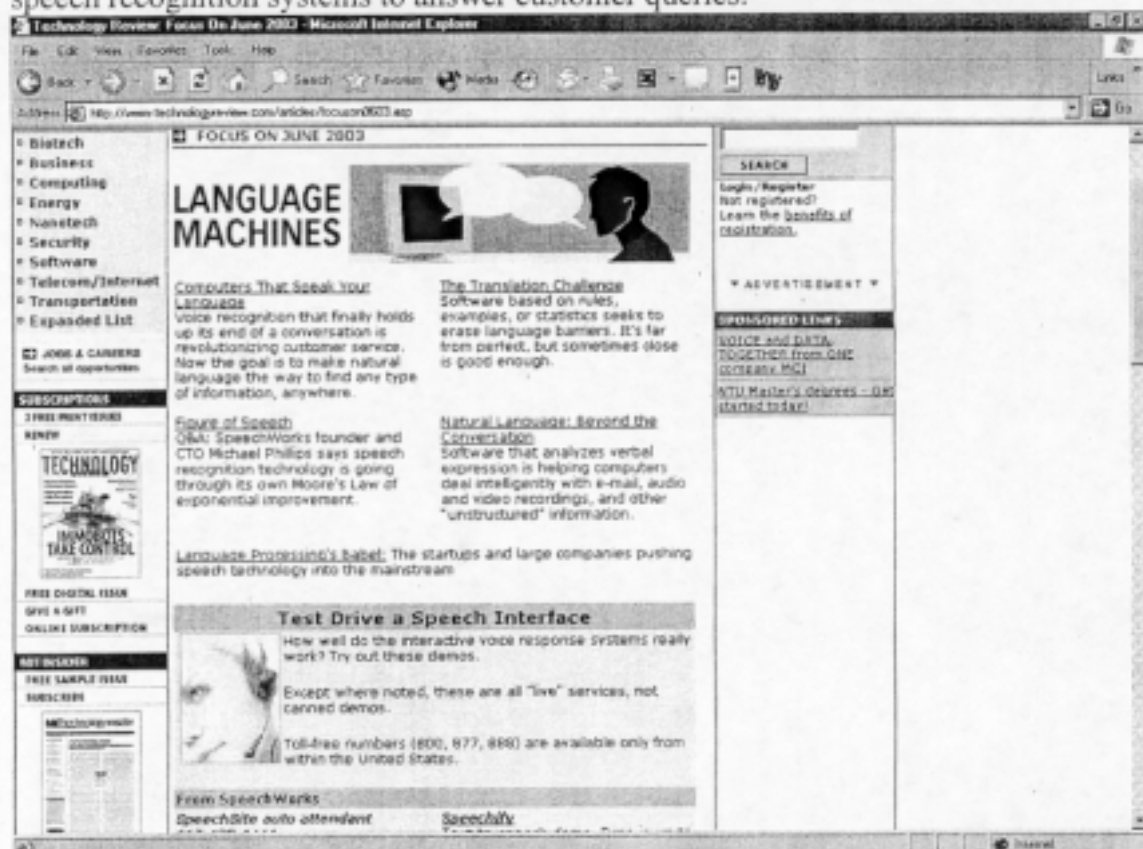
I used Google to look for information about speech recognition software.

The screenshot shows a Microsoft Internet Explorer browser window displaying a Google search for "speech recognition". The search results page includes the Google logo, search bar, and navigation links. The top result is a sponsored link for "Speech recognition integrated Customer Relationship Management solutions from BT". Below this, there are several organic search results, including "SRC - Speech Recognition & Digital Dictation Solutions", "The a2x and DragonDictate / Speech Recognition FAQs", "Talking Technologies Speech Recognition", and "HTK Web Site". On the right side of the page, there are three sponsored links for "Speech Recognition Apps", "Dragon Speech Recognition", and "Speech Recognition Apps".

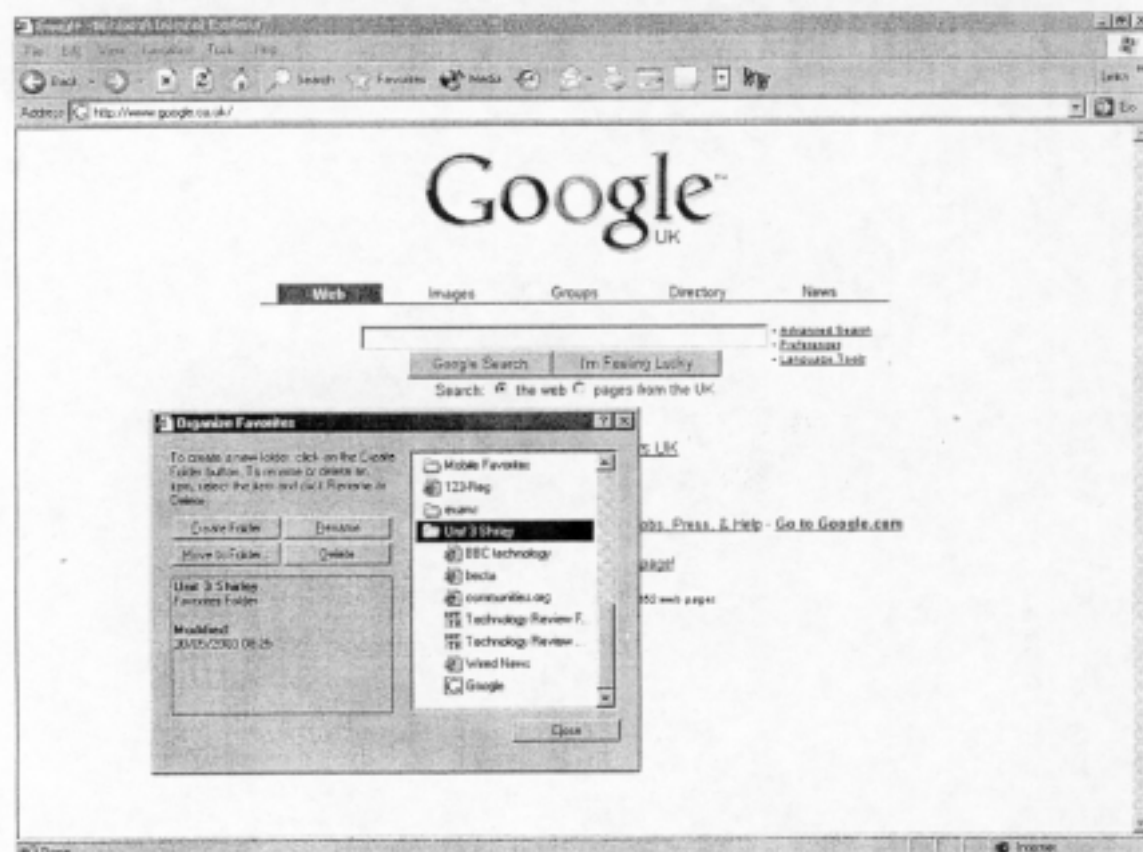
I refined the search to look at magazine articles. This one is from Technology Review.

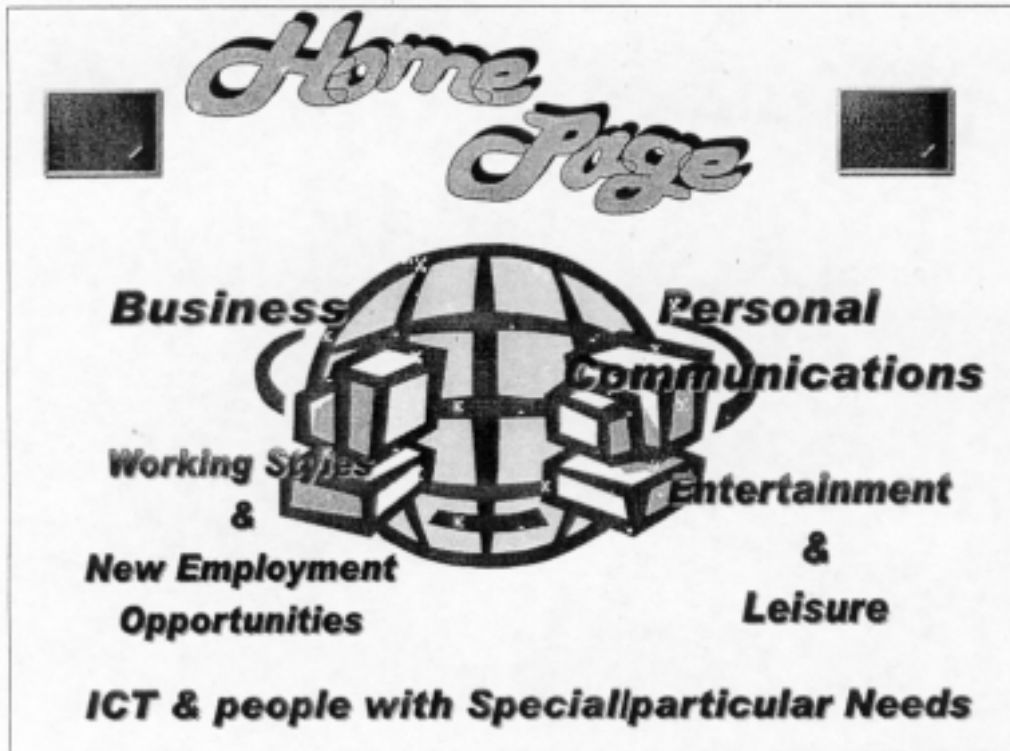
The screenshot shows the Technology Review website. The main content area features several articles, including "Sheek Waves Turn Light", "Artful Displays Track Data", "Semiconductor Emits Telecom Light", "POINT OF IMPACT: Cloning, Stem Cells, and Medicine's Future", "Garbage Into Oil", "Language Machines", and "Question of the Week". The sidebar on the left contains sections for "JOBS & CAREERS", "TECHNOLOGY", "FREE DIGITAL ISSUE", "MAGAZINE", "SEMICONDUCTOR LETTER", and "FREE SAMPLE ISSUE". The sidebar on the right contains an advertisement for "business on demand" software, featuring a man talking on a phone and the text "See it with Tivoli Intelligent Management software for the on demand era."

I clicked on the short notes to get the full article about Call Centres using automatic speech recognition systems to answer customer queries.



I added the page to my favourites.





Screens are animated to show the word 'welcome'. Text is hyperlinked to take the reader to each section of the presentation.


Working Styles & New Employment Opportunities

- ★ → Working from home.
- ★ → Use of mail, mobile phones, laptops at work
- ★ → How people interact at work, e.g using email instead of talking.
- ★ → Jobs available- new opportunities.



Graphics are all animated, the world spins round, the phone dances and the stars move around. The underlined text is hyperlinked to different pages in this section. These images and links work in the same way wherever they appear on the slides. The world image is hyperlinked back to the first page.

Home Page





Business **Personal Communications**

Working Styles & New Employment Opportunities **Entertainment & Leisure**

ICT & people with Specialparticular Needs



Working Styles & New Employment Opportunities

- ★ — Working from home.
- ★ — Use of mail, mobile phones, laptops at work
- ★ — How people interact at work, e.g using email instead of talking.
- ★ — Jobs available- new opportunities.



ICT & People With Special Particular Needs

- ★ — ICT can offer improvements to the disabled.
- ★ — People with special needs use different technology
- ★ — Types of technology.

Business

- ★ — Online Shopping & Banking.
- ★ — Call Centres and Customer enquiries.
- ★ — Advertising and Marketing.
- ★ — Technical services.

Entertainment & Leisure

- ★ — Use of Cyber cafes and libraries.
- ★ — Online discussion groups.
- ★ — Information services- museums and libraries.
- ★ — Satellite positioning systems.



Personal Communication

- ★ — The Internet.
- ★ — Mobile Phones.
- ★ — Education and lifelong learning.
- ★ — Entertainment and leisure.



Online Shopping & Banking

- ★ Online shopping is a major business on the World Wide Web.
- ★ Many people have access to the Internet so now they take advantage of online shopping.
- ★ The Internet now has many websites which offer online shopping.
- ★ There are many benefits and consequences to online shopping.



Call Centres and Customer Inquiries

- ★ Call centres help people with queries, they give information about different subjects.
- ★ IT has now helped call centres along. People can email their questions to the place.



Advertising and Marketing

- ☆ Advertising is a worldwide business.
- ☆ Many businesses make lots of money from this.



Technical Services

Technical services are a office where people wait for customer calls, and help them with technical difficulties. Such as, if the customer has had a problem with their computer and cant get it working, they can call the technical services and they will advise them on what to do. If they still cant get the computer working then a qualified computer expert will arrive at the customers home and fix it.



How People Interact at Work

People around the world work with many different people, so they must have a way of interacting.

Email is one way, but many companies do not allow this as it is distracting from work.

There are so many ways people interact at work, e.g fax, email, phone and instant chat. Many of these are not allowed to be used for personal reasons.



Working From Home

Working from home is part of many peoples lives. They can hold conference meetings right in their bedroom, wear pjs while talking to a potential client and talk to people from around the world without leaving the comfort of their homes.

Many businesses men/women use this way because its much easier for them than to go all around the world, and leaving their families behind.



Use of Laptop, Mobile phones and mail at work

Laptops, mobile phones and email has only became popular about 5years ago. From then on so many people use these services for personal and work related business. There are many uses of these services but many companies don't allow their employees to use them unless its for work.



If a employee is caught using email for things other than work, they could get suspended or even sacked.

Jobs Available New Opportunities

There are many jobs are available now in ICT. As technology advances more specialized skills are being used so more people are being needed to be trained for this. At schools, many children are being taught IT, for future help in their careers.



There are some downsides to this though. As more IT is being used, new technology is created. For many jobs computers can do the job on its own, therefore there would be less jobs for people.

Improvements to The Lives of The Disabled

ICT has improved many disabled peoples lives. The internet for one, if they cannot get out of there home without special help then they can buy their groceries online and get them delivered to their door. And electronic wheelchairs have been made, all by the use of IT, and now many disabled people can be mobile on their own.

ICT has given many people another chance to live, when once they couldn't.



Types of Technology

There are many disabled who need ICT to help them carry on with their lives. ICT has helped people with limited mobility by producing electric wheelchairs and seats that can go up the stairs electronically. ICT has helped people with learning or language difficulties as they can have a online translator.



Video conferencing help many disables as they don have to leave their homes to attend a meeting and can carry on with their jobs.

Other Technology Disableds Use

Many different technologies have been created to help people with special needs, such as, if there is a deaf person they would carry a vibrate alert telephone or pager. This is very useful as they feel more independent. Also pedestrian crossing have a beeping to help blind people cross the road.



Online shopping is a huge advantage to disableds as it keeps them comfortable in their own home while getting their shopping done.

The Internet

The internet is growing larger and wider than ever.

Anyone could log in and type in a topic they wish to find out about and they will get hundreds of sites which research the topic.

Many people use the internet to buy their shopping and get information quickly and reliably.

Many businesses are set up on the internet and need it to keep going.



Mobile Phones

Mobile phones are a good way of communicating with people. They are quite handy to have around if you're a business person and have to keep moving and be informed all the time.

Some people think mobile phones damage the brain and don't have mobiles.



But as technology progresses, most children have mobiles and more are being created, smaller and more advanced than ever.

Education and Lifelong Learning

ICT is getting more important in everyday life now, so many pupils in schools are being advised to take a course in I.T.

Though, many people are now in a career that needs I.T, many less jobs are available for the next branch of children looking for a job consisting of computers.

The skills of ICT is needed in most jobs now and all that they would have learned in school will stay with them for the rest of their lives.



Use Of Cyber Cafes and Libraries

A cyber cafe is a place where people can gather to talk but at the same time use the Internet/computer service. Cyber cafes are only just getting noticed and getting used more often. A lot of money is spent each year on keeping and upgrading the computers. The cafes are also a place to meet friends and drink beverages.

This new facility has brought many new opportunities and more business to customer relations.



Online Discussion Groups

Online discussion groups have only aroused when the Internet idea was brought up. After that, everything was thought up. People can go online and have group discussions of their choice and would learn many different things. This can be very useful to businesses.



Businesses can use this service to have group talks without attending a meeting. This is useful to people far away from each other.

Information Services

Information services such as libraries or museums are used everyday. People can go in and find out so many things they didn't know. Libraries offer a variety of information and books of all kind. There are books on everything and anything (e.g 'How to Keep a Goldfish'), there are also very historic books dating back generations.

Museums can be very useful to people wanting to find out about the past. They contain artefacts dating back centuries.



Satellite Positioning Systems

Satellites are positioned all around the globe. They have many uses like T.V signals, looking at far away planets, picking up signals, tracking stolen cars. Recently, new technology allows us to look down into different positions on the Earth through a satellite.



Satellites are extremely expensive to buy and governments spend lots of money just to keep them working.

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Report

Working Styles and New Employment Opportunities

Working From Home

Working from home is very popular in today's world. Many business people live this way, as it might be more efficient or comfortable for them. There are many different uses for this and some of these are very useful.

Benefits

There are many benefits to working from home. Business men/women may want to stay with their families rather than go half way across the world. This is efficient and money saving way of living, and is very helpful. Also, if you cant get tickets to the place you can tell them you wont be able to make it and then you would be allowed to have a video conference. This way is very comfortable to many people as they can hold conference meetings right in their bedroom; wear pjs while talking to a potential client

Businesswomen may have had a child and want to be there to take care of them, so working from home would be a great opportunity. They can send presentations across the computer while sitting at home, still getting the job done properly.

Sending email or presentation over email to conferences is very useful as it gets there in quick time and employees can talk about it through either voice or typing.

Some technology was created so that people can talk into microphones and be heard across the world. This is just like talking on the telephone. Web cams were also created so you can get a video recording over the computer, this can help if you need to be in a conference and your face can still be included and you can see them sitting down.

Consequences

Though there are many benefits, there are some consequences too. Some people may not have the ICT skills, so they cannot be able to manage working the video

conferencing. Some may not have computer facilities, this can be a huge downside as they might not be able to take up a job they might want, or if they miss a meeting they may miss a good job opportunity.

A company may lose an employee when they say that they did send an important file to a place but it didn't reach it. Lots of people lose their jobs because computers/fax don't work properly.

Sometimes computers don't work entirely properly. Important notices may be missed out because the computers couldn't send or print them out. They can also catch viruses, if you're emailing back and forth to different countries, you may get sent a virus by mistake. This can disrupt the system and may take days to fix, meanwhile you may miss some important information of meetings.

Some people who do work at home may save it and bring it into their business and try to find their work that they saved, and it would all be lost. They might have worked all night to get their work done and in the end it is lost.

A hacker may intercept when you send email to other companies it and they could get a lot of information that may ruin the companies system.

Use of E-mail, Mobile Phones or Laptops at Work

Many people around the world use all types of technology to get information from around the world. 3 of the main ones are mobile phones, e-mail and laptops. Over the years technology has increased making it easier and easier to get information on the move.

Benefits

Many benefits come with this technology. These are that laptops can be carried around everywhere. They are light and are easy to use and some special laptops that have now been created, are now being used on planes. In earlier years, using any type of electronic equipment would make all the controls in the plane confused and will eventually crash. But thanks to modern technology, electrical equipment can be used on some planes. Also an advantage of laptops is that you can send high-speed emails to others in an instance.

Mobile phones are very useful to many around the world. People can get information from around the world very quickly. They can also call others from a far distance, this can be useful if they are needed to get in touch with business clients from Japan or a far off place.

E-mail can be a very useful tool to many people. They can use it for work related business or pleasure. They can email their friends or colleagues, though most businesses have their own email system they do not let their employees use it for their own fun as it may distract them from their work.

Consequences

There are some consequences to these equipments. Carrying a laptop around can be useful because it is light and small, but sometimes you may not have charged the battery up and may be in the middle of an important, long email and your laptop would shut down. This can be frustrating. Also it is prone to have thieves looking at it and can lead to a mugging as some laptops can cost up to £3,000.

Mobile phones are also likely to get stolen because they are a valuable item and easy to steal. They can vary to a price of £300 and many young teenagers now own one. This makes it easy for the thief to steal the phone as they can intimidate younger people than themselves. Also, many gangs now own knives, which can cause serious damage.

E-mail can sometimes contain viruses and destroy a lot of files on the computer. Some of these files may be important or work related. This can cause distress and worry to the person it happens to.

How People Interact at Work

As more jobs are being available more people are being employed. This means that many jobs need you to interact with others and that is one of the important skills they may ask you if you have in a job interview.

Benefits

The benefits to this is

Consequences

Advertising and Marketing

Benefits

Consequences

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Report

Business

Online Shopping

Online shopping is beginning to be a major part in many people's lives around the world. It only began as a small, useful way of reaching customers on the Internet and gets them to buy their products, but now, many huge retailers (e.g. Safeways, Sainsburys) are using this service everyday.

Shoppers from around the world can browse the Net for their groceries and order online, and have them delivered to their door; most times a fee is required. They deliver on most days and some companies are starting to deliver on Sundays.

Not only food shops have online shopping, Waterstones have their own website for people who want to find/buy a book online without going to the store. Some car companies have the same service, including AutoHunter, a car site that helps people find their car online.

Benefits

Shoppers who go online can also find products they may have missed while they were shopping in the supermarket, also, they may find bargains they wouldn't have done if they went to the shop. Its much cheaper in the long run for the shoppers as they don have to pay for petrol to travel, and if they live quite a far distance away from the shops it could save them a lot of money.

It's a quick and easy way to buy food and other products from the shop, the company makes so much money from this way of selling they even put up offers you cant get in the shop just to get people online and buying. This service is opened 24hours a day and the company thinks that this way is much more beneficial for them and the costumers.

This service is useful to the disabled, as they don't have to leave their home to buy things. They can go online and search the site for their groceries with going out; this gives them more confidence as they're doing things for themselves.

All the information a customer puts on the site (e.g. their address, telephone number) is classified, so no one will be able to see his or her details. This is important so the customer feels safe using that service.

Consequences

The disadvantages of online shopping are that shoppers that go online might skip past many products and miss out items they might want to buy. Their order might not have gone through to the company properly due to technical difficulties and the customer would not get what they wanted on time.

People may lose their jobs, as the computer would be doing all the work for them, though they may need some people to deliver the products to each home.

Putting your details on the Internet can be very dangerous. People can hack onto the site and get peoples card numbers and take money out. This can make people wary of this service, as they are worried they might have their details stolen by some online hacker.

Another disadvantage is that online auction sites can be very faulty. The people who are bidding have no idea what or who is on the receiving end and could send out hundreds of pounds to a address and never get their bought item. This can be very distressful and can cost people a lot of money. There are many people taking advantage of this service now, trying to get money from dodgy deals. Sometimes a person might pay for a digital camera and get a broken one instead. This is unfair and illegal.

Technical Services

Call centres were set up by businesses so that their customers can get in touch with them and ask for help/advice. This is useful to the company, as they can understand what their customers may want and how to deal with it. Technical services help their customers with any problem they may have with their bought product, therefore making the customer feel that the company is trustworthy and well organised.

Benefits

The benefits of technical services are that the company can have a one on one with their customers while teaching them about their computers or other software and how to use it. People can phone in and ask for help and have someone come to their house and fix it for them. All the mechanics that get sent to homes are experts and are friendly and help the customer in whatever they need.

The company who offers the service of technical services can make more profit as more and more people are buying computers. Many advanced computers are now being made and bought by the public and may not know how to work it properly, so this is where technical services comes in and helps.

More job opportunities are made, as more people need service for their computers. This gives more people jobs, and would make the government happier as they can see more employed people around Britain.

Consequences

The consequences are that when a customer phones in and asks for help, they get sent a computer expert. This might be a good thing, but the expert might be expertise in one area of computer software and might not be able to help that particular customer.

Another consequence is a dodgy dealer who may say that there is a technical service when he customer buys the computer, but when he/she gets into trouble with their computer, there is no such offered service.

The customer can get extremely confused with this service. They can call up the technical service line and be offered someone to come and fix their computer, but 2days later the expert still hadn't arrived. The customer would then phone up again and be promised once again an expert to come to their house. This would make the customer uneasy and may not want to buy from the company again, meaning the company would lose money. Also, if businesses uses this service and they cant get someone to fix their computers quickly then they could loose a lot of money too.

This service can sometimes cost a small amount; so if they don't fix it straight away the small fee can mount up to some huge bills. They may charge you only for being at your house, e.g like how long they take to fix it. Even if they don't fix it, they may still charge you for the time they spent at the customers house.

Call Centres and Customer Enquiries

This is a service made by the company to get their customers phoning in, telling them their problems or queries. Many people use this service, for help, information or advice. A lot of businesses use this service as it helps them understand what their customers want. This is seen as a step forward with minimum cost.

Benefits

There are many benefits to this service. Firstly, it can help so many people around the world. A call centre like Childline can help children with their problems that they're having without the child having to feel nervous or afraid. They will speak to the child confidentially and can sometimes get involved if the child is being abused or hurt in any way. They can call social services to act upon the parents.

Other customer enquiries are formed by large companies get information about their products from their buyers. Some companies who use call centres are; gas, electricity, telephone, banks and building societies. Some call centres are not usually linked to the business or its employees, so if there are 3 call centres for different banks, they can still take calls for the other banks.

To make a good call centre, the operators need to be able to log onto their account as soon as they phone. New technology has gave new opportunities to call centres as they can see the name of the person who's calling before they even speak to them. To protect the customers, when they ring up then they have to give in their name and password, as they may not be who they say they are. To stop the operator from finding out you password then 2letters is chosen at random, e.g. 2nd or 3rd, and the customer is asked to give them, this stops the operator finding out the whole password. This way of working with customers is mainly used in banks, as they are most important as they contain people's money.

Consequences

There are some consequences to this service. Some people are not familiar with the technology and the way the call centres work and may be intimidated to speak to a total stranger.

The customer may also have difficulty with language and would not understand what the operator is saying. Also, the call centres may not be directly in contact with the business the customer is enquiring about, so they may not get detailed answers like they would hope. This can cause problems for people because they may not be able to get into their account or get help for whatever they need.

Advertising and Marketing

Advertising and marketing is used in everyday life. Adverts are used to manipulate people into buying products and spending money. They are used to get products from a company onto TV screens or radios. This is an efficient way of getting customers into the companies shop.

Benefits

Most benefits of marketing goes to the company as it brings people into their shop. There are many ways of advertising, e.g. TV, radio, billboards and the Internet. There are new ways of advertising like text messaging and emailing this is called SPAM. Companies send their advertising straight to a person. This can be annoying and sometimes may contain viruses and can infect the computer.

It's a lot cheaper to advertise on the Internet and the company is getting to a global audience. This can get more money into the company and a wider range of buyers. It's also cheaper to advertise big companies to make big profits efficiently.

Advertisement on the TV draws people in. They see brand new products and think that when they buy it, it would look just like it does on TV.

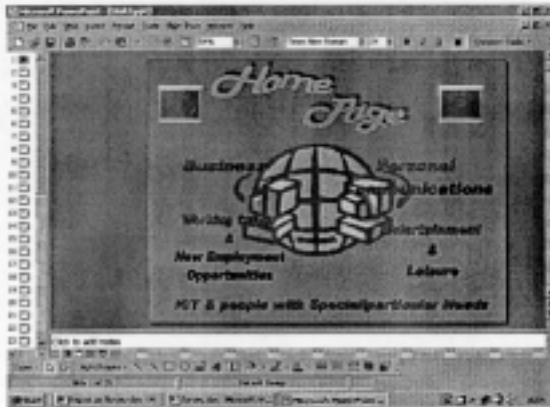
Consequences

Most products advertised are computerised. This gives a false impression to the viewers and they spend their money on faulty products or not getting what they wanted. An example of this is McDonalds; they might advertise one of their burgers and when the customer comes into the shop and orders they wouldn't get exactly the same as what it was on the T.V. This technique of advertising is very common in everyday life. Businesses spend loads of money just to get posters or leaflets and sometimes his wa of advertising doesn't work.

ICT and Society Survey Report

Introduction

In this survey I decided to find out about how many people use the Internet, when and where. I asked 20 people that are in my GNVQ I.T class a number of questions that were relevant to the survey; I also asked a number of parents of my friends. Before I started on this project I did a lot of research about ICT in society. I created this on PowerPoint, creating a presentation of different uses of ICT, I also wrote a report, explaining the consequences and benefits of I.T in the world. Here is a screen view of my presentation;



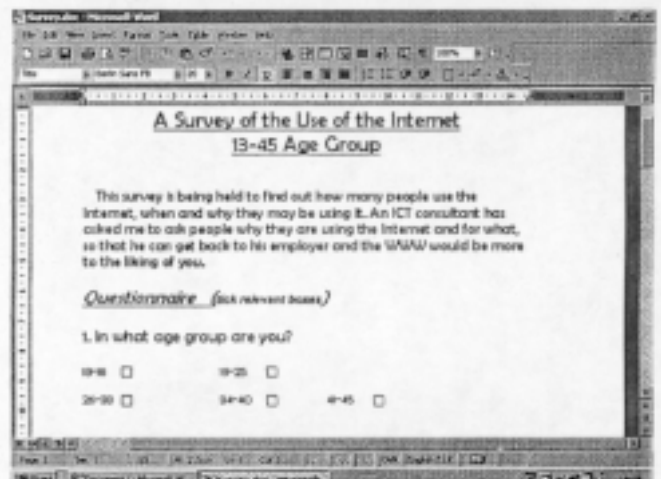
I decided to create this survey because I know that a lot of people have now access to the Internet and it would be interesting to know who uses it and when. Different Internet servers e.g. Freeserve, Aol and B.T would be interested in the results of my survey because they would want to know what age groups use the Internet most so they will be able to create websites that will appeal to the audience.

Collecting Data for my Survey

I decided to collect the data for my survey by creating a questionnaire. I decided to ask questions such as;

- Where do you have access to the Internet?
- When do you use the Internet?
- What server are you on?

For all these questions I would give a multiple choice of answers that the reader can tick.



Filling in the Data Collection Sheet

I filled in a data collection sheet with the results of my questionnaires from 20 people, I printed off a form and filled it in by hand.



The image shows a screenshot of a Microsoft Access data table. The table has 11 columns and 20 rows. The columns are labeled as follows: 'First Name', 'Age Group', 'Address', 'Year of Birth', 'Sex', 'Dob', 'Date of Birth', 'City', 'Postcode', 'What do you do?', and 'Children?'. The table is currently empty, with no data entered.

Setting up a Database

The software I used was Microsoft Access. I used this software because I could create tables and forms that would contain all the data I collected. It is a easy and efficient way of finding information without having any trouble of going through lots of lists. It is also useful if you have a lot of information for one table.

The tables I set up were called;

- Personal (for personal information e.g. what age group are you in?)
- When and Where (this was for questions such as what server are you on?)

2

A Survey of the Use of the Internet 13-45 Age Group

This survey is being held to find out how many people use the Internet, when and why they may be using it. An ICT consultant has asked me to ask people why they are using the Internet and for what, so that he can get back to his employer and the WWW would be more to the liking of you.

Questionnaire (tick relevant boxes)

1. In what age group are you?

- 13-18 19-25
26-33 34-40 41-45

2. Where do you have access to the Internet?

- Home Work
Both

3. What time do you usually use the Internet?

- 8am-11am 11am-3pm
3pm-6pm 6pm-9pm
Other

4. What Server are you on?

- N.T.L Freeserve
A.O.L B.T
Other

5. Averagely, how long do you stay on the Internet weekly?

- 1-2 hours 3-5 hours
6-10 hours 11-16 hours Other

6. Do you use cyber cafes?

Yes

No

7. What do you use the Internet for? *(Tick as many boxes as relevant)*

Work related

Chat

Information

E-mail

Other

8. Do you use chat rooms?

Yes *(if you tick this box go to next question)*

No *(if you tick his box, miss next question)*

9. What chat rooms do you use?

MSN

Yahoo

Google

Other

10. Do you have children?

Yes

No

11. Do they use the Internet?

Yes

No

12. How long do they spend on the Internet a week?

1-2 hours

3-6 hours

7-10 hours

Other

Thank you for taking your time to complete this questionnaire. We hope this will help us make a better service for you.



Data collection sheet for database survey

First Name	Age Group	Access	Time of day	Server	Duration	Cyber Cafes	Use	Chat Rooms	What chat room?	Children?
Akeel	13-18	Both	6pm-9pm	B.T	6-10h	No		Yes	Yahoo	No
Dave	34-40	Both	3pm-6pm	Other	3-5hours	Yes		No	X	Yes
Ryan	13-18	School	11am-3pm	Other	1-2hours	No		No	X	No
Harijeet	13-18	Both	3pm-6pm	N.T.L	6-10hours	No		No	X	No
Natasha	13-18	Home	6pm-9pm	Other	3-5hours	No		Yes	Yahoo	No
Emma	13-18	Neither	8am-11am	B.T	3-5hours	No		No	X	No
Ben	13-18	School	11am-3pm	Other	3-5hours	No		No	X	No
Leanne	13-18	Home	6pm-9pm	A.O.C	6-10hours	No		No	X	No
Zara	13-18	Home	Other	Other	Other	No		Yes	MSN	No
Vivalee	34-40	Both	Other	Other	11-16hours	No		No	X	Yes
Paul	13-18	Home	Other	N.T.L	Other	No		No	X	No
Paul	13-18	Home	11am-3pm	N.T.L	1-2hours	Yes		Yes	MSN	No
Jamie	13-18	Home	3pm-6pm	B.T	6-10hours	No		Yes	MSN	No
Laura	13-18	13-18	Home	6pm-9pm	6pm-9pm	No		Yes	MSN	No
Richard	13-18	Home	6pm-9pm	A.O.C	3-5hours	No		Yes	MSN	No
Alan	13-18	Home	9pm-10pm	Freezone	3-5hours	No		No	X	Yes
Pete	40-45	Home	9am-11am	Freezone	Other	No		No	X	Yes
Carol	40-45	Home	11am-3pm	Freezone	6-10hours	No		No	X	Yes
Carl		bath								

(3)

(East)

(Byrne)

Do they use it? Yes
 How long? 3-6 hours
 3-6 hours
 Mrs Byrne Yes

Screenshots of the design view of my two tables

Personal - Table

Field Name	Data Type	Description
Personal ID	AutoNumber	Personal ID number
First Name	Text	Your first name
Gender	Text	Are you male or female
Cyber Cafes	Yes/No	Do you go to cyber cafes
Chat Rooms	Yes/No	Do you use chat rooms
What Chat	Text	What chat room do you use
Age Group	Text	What age group are you in
Children	Yes/No	Do you have children
They use it	Text	Do your children use the Internet
How long	Text	

Field Properties

General Locking

Field Size: Long Integer
 New Values: Increment
 Format:
 Caption:
 Indexed: Yes (No Duplicates)

A field name can be up to 64 characters long, including spaces. Press F1 for help on field names.

When, Where etc. - Table

Field Name	Data Type	Description
Usage ID	AutoNumber	Usage ID number
Access	Text	Where do you have access to the Internet
Time of Day	Text	When do you use the Internet during the day
Service	Text	What service are you on
Duration	Text	How long do you spend on the Internet
Personal ID	Number	

Field Properties

General Locking

Field Size: Long Integer
 New Values: Increment
 Format:
 Caption:
 Indexed: Yes (No Duplicates)

A field name can be up to 64 characters long, including spaces. Press F1 for help on field names.

Personal ID	First Name	Gender	Cyber Cafes	Chat Rooms	What Chat	Age Group	Children	They use it	How long
1	Akeel	Male	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Yahoo	13-18	<input type="checkbox"/>	Dont have children	Dont have children
2	Dave	Male	<input checked="" type="checkbox"/>	<input type="checkbox"/>	None	34-40	<input type="checkbox"/>	Yes	3-6 hours
3	Ryan	Male	<input type="checkbox"/>	<input type="checkbox"/>	None	13-18	<input type="checkbox"/>	Dont have children	Dont have children
4	Harjeet	Male	<input type="checkbox"/>	<input type="checkbox"/>	None	13-18	<input type="checkbox"/>	Dont have children	Dont have children
5	Natasha	Female	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Yahoo	13-18	<input type="checkbox"/>	Dont have children	Dont have children
6	Emma	Female	<input type="checkbox"/>	<input type="checkbox"/>	None	13-18	<input type="checkbox"/>	Dont have children	Dont have children
7	Ben	Male	<input type="checkbox"/>	<input type="checkbox"/>	None	13-18	<input type="checkbox"/>	Dont have children	Dont have children
8	Leanne	Female	<input type="checkbox"/>	<input type="checkbox"/>	None	13-18	<input type="checkbox"/>	Dont have children	Dont have children
9	Zara	Female	<input type="checkbox"/>	<input checked="" type="checkbox"/>	MSN	13-18	<input type="checkbox"/>	Dont have children	Dont have children
10	Sally	Female	<input type="checkbox"/>	<input type="checkbox"/>	None	34-40	<input checked="" type="checkbox"/>	Yes	3-6 hours
11	Natalie	Female	<input type="checkbox"/>	<input type="checkbox"/>	None	13-18	<input type="checkbox"/>	Dont have children	Dont have children
12	Paul	Male	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	MSN	13-18	<input type="checkbox"/>	Dont have children	Dont have children
13	Jamie	Male	<input type="checkbox"/>	<input checked="" type="checkbox"/>	MSN	13-18	<input type="checkbox"/>	Dont have children	Dont have children
14	Laura	Female	<input type="checkbox"/>	<input checked="" type="checkbox"/>	MSN	13-18	<input type="checkbox"/>	Dont have children	Dont have children
15	Richard	Male	<input type="checkbox"/>	<input checked="" type="checkbox"/>	MSN	13-18	<input type="checkbox"/>	Dont have children	Dont have children
16	Alan	Male	<input type="checkbox"/>	<input type="checkbox"/>	None	41-45	<input checked="" type="checkbox"/>	Yes	7-10 hours
17	Pete	Male	<input type="checkbox"/>	<input type="checkbox"/>	None	41-45	<input checked="" type="checkbox"/>	Yes	1-2 hours
18	Carol	Female	<input type="checkbox"/>	<input checked="" type="checkbox"/>	MSN	41-45	<input checked="" type="checkbox"/>	Yes	1-2 hours
19	Carl	Male	<input type="checkbox"/>	<input type="checkbox"/>	None	41-45	<input checked="" type="checkbox"/>	Yes	3-6 hours
20	Sue	Female	<input type="checkbox"/>	<input type="checkbox"/>	None	41-45	<input checked="" type="checkbox"/>	Yes	3-6 hours
23			<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>		

usage ID	Access	Time of Day	Server	Duration	Personal ID
1	Both	6pm-9pm	B.T.	6-10 hours	1
2	Both	11am-3pm	Other	3-5hours	2
3	Work/School	11am-3pm	Other	1-2 hours	3
4	Both	3pm-6pm	N.T.L.	6-10 hours	4
5	Home	6pm-9pm	Other	3-5hours	5
6	Work/School	8am-11am	Other	3-5hours	6
7	Work/School	11am-3pm	Other	3-5hours	7
8	Home	6pm-9pm	A.O.L.	6-10 hours	8
9	Home	Other	Other	Other	9
10	Both	Other	Other	11-16 hours	10
11	Home	Other	N.T.L.	Other	11
12	Home	3pm-6pm	N.T.L.	1-2 hours	12
13	Home	3pm-6pm	B.T..	6-10 hours	13
14	Home	6pm-9pm	N.T.L.	3-5hours	14
15	Home	6pm-9pm	A.O.L.	3-5hours	15
16	Home	6pm-9pm	Freeserve	1-2 hours	16
17	Both	8am-11am	Freeserve	Other	17
18	Both	11am-3pm	Freeserve	6-10 hours	18
19	Both	3pm-6pm	A.O.L.	1-2 hours	19
20	Both	6pm-9pm	A.O.L.	1-2 hours	20

This printout shows a data entry form for my Personal details table.

Microsoft Access - [Personal]

MS Access 2003

Personal ID: [] Age Group: [13-18]

First Name: [Amaal] Children:

Gender: [Male] They use it: [Date have children]

Cyber Cafes: How long: [Date have children]

Chat Rooms:

What Chat: [Yahoo]

When, Where etc.

Usage ID	Access	Time of Day	Server
1	Both	5pm-8pm	B.T.
(AutoNumber)			

Record: 1 of 1

This data entry form is for my other details.

Microsoft Access - [When,Where etc]

When,Where etc

Usage ID: []

Access: [Both]

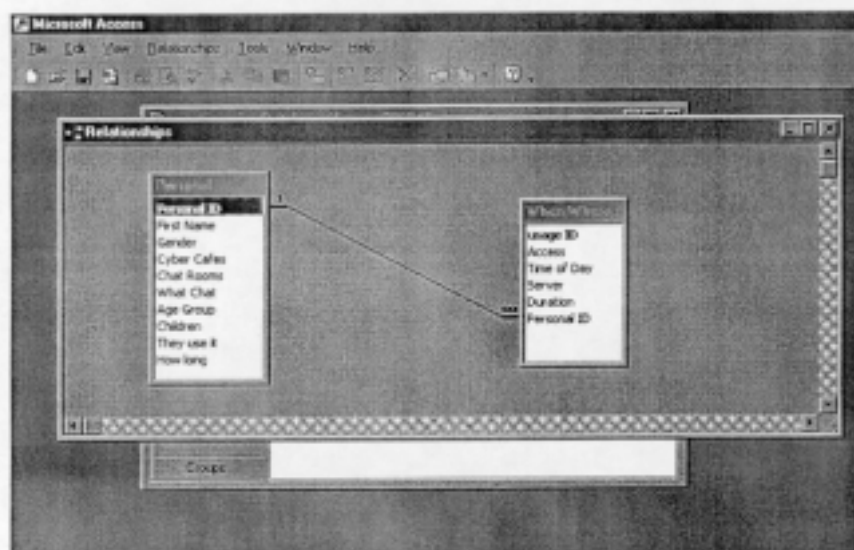
Time of Day: [5pm-8pm]

Server: [B.T.]

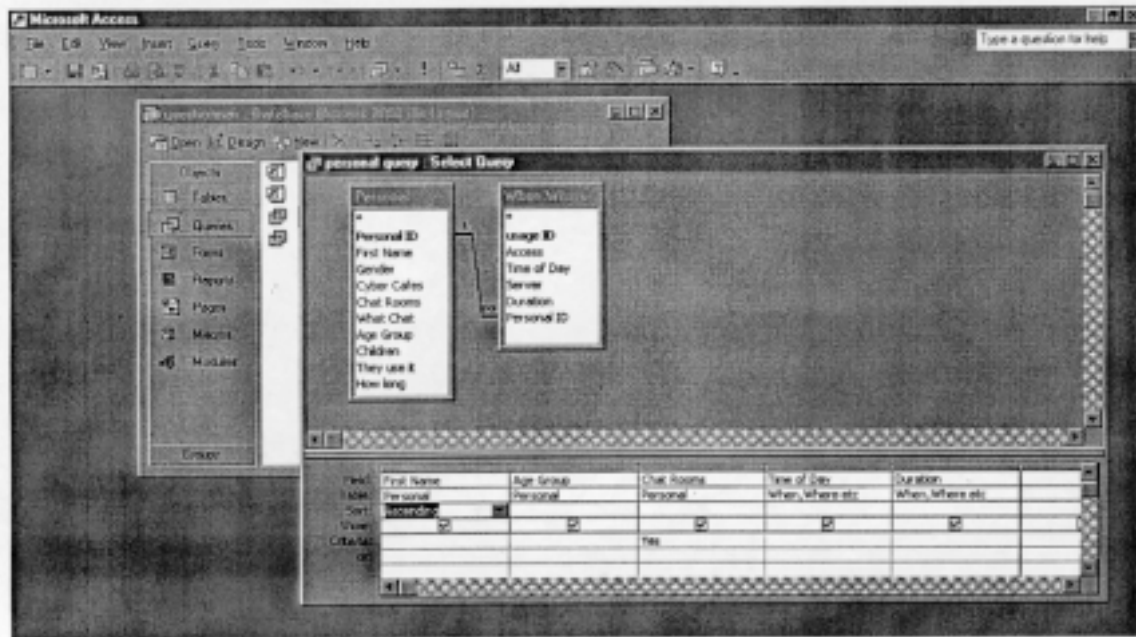
Duration: [5-10 hours]

Personal ID: []

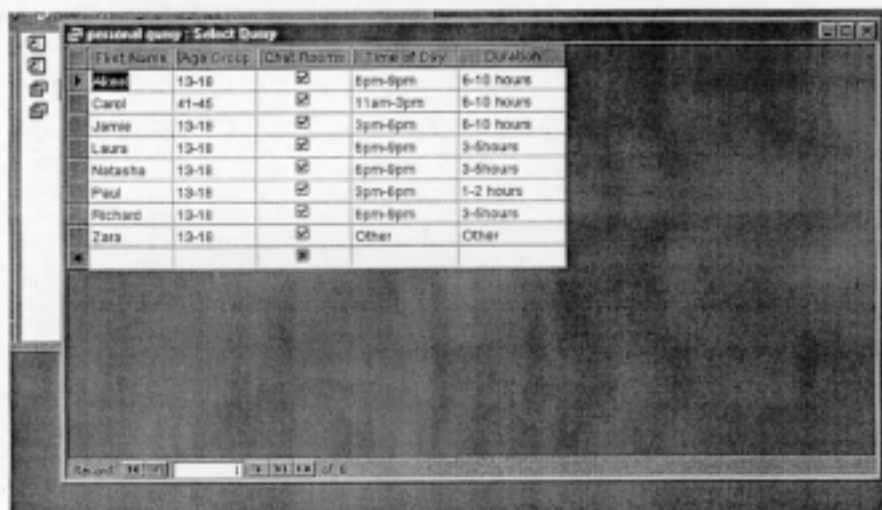
This printout shows the one to many relationship set up between my tables.



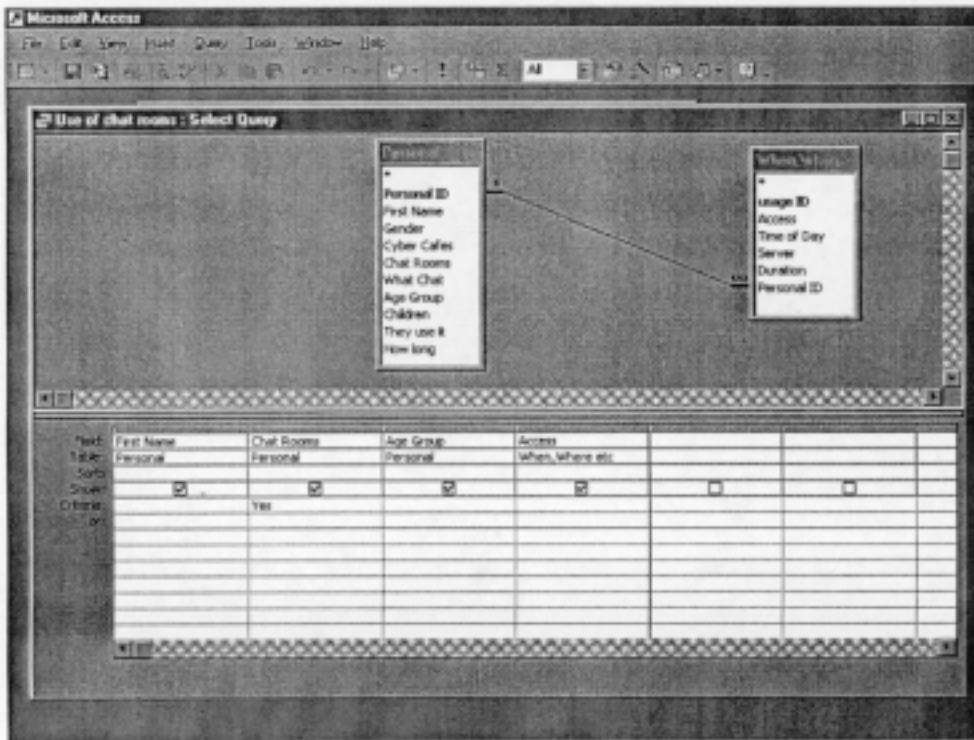
This screenshot shows the design view of my first query for those who use chat rooms sorted into name order.



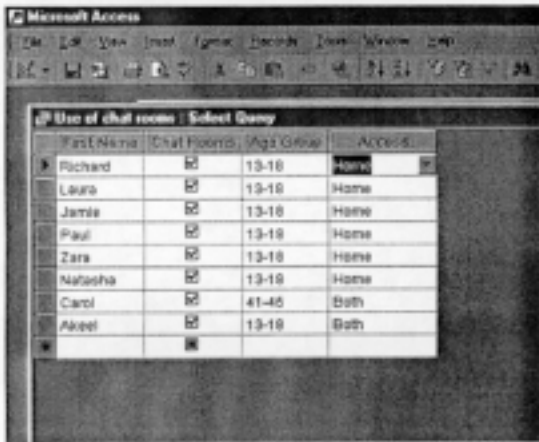
The results show that most are in the 13-18 age group and use the chat rooms after 3pm. Only one person uses them between 11 am and 3 pm.



In this query I looked at where people access their chat rooms.



The results show that all of them use chat rooms from home, two using them at work as well.



Microsoft Access

male use : Select Query

Server	Gender	Age Group	Access	Time of Day
A.O.L.	Male	41-45	Both	3pm-6pm
A.O.L.	Male	13-18	Home	6pm-9pm
B.T.	Male	13-18	Both	6pm-9pm
B.T.	Male	13-18	Home	3pm-6pm
Freeserve	Male	41-45	Both	8am-11am
Freeserve	Male	41-45	Home	6pm-9pm
N.T.L.	Male	13-18	Home	3pm-6pm
N.T.L.	Male	13-18	Both	3pm-6pm
Other	Male	13-18	Work/School	11am-3pm
Other	Male	13-18	Work/School	11am-3pm
Other	Male	34-40	Both	11am-3pm

Microsoft Access

male use : Select Query

Server	Gender	Age Group	Access	Time of Day
A.O.L.	Female	41-45	Both	6pm-9pm
A.O.L.	Female	13-18	Home	6pm-9pm
Freeserve	Female	41-45	Both	11am-3pm
N.T.L.	Female	13-18	Home	6pm-9pm
N.T.L.	Female	13-18	Home	Other
Other	Female	34-40	Both	Other
Other	Female	13-18	Home	Other
Other	Female	13-18	Work/School	8am-11am
Other	Female	13-18	Home	6pm-9pm

I did separate queries to look at male then female responses. There was no clear pattern but more males used the internet during the day.

Microsoft Access

male use : Select Query

Usage ID
Access
Time of Day
Server
Duration
Personal ID

Personal ID
First Name
Gender
Cyber Cakes
Chat Rooms
What Chat
Age Group
Children
They use it
How long

Field	Server	Gender	Age Group	Access	Time of Day			
Table	When, Where etc	Personal	Personal	When, Where etc	When, Where etc			
Sort	Ascending							
Show	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Criteria		"Female"			6pm-9pm			

I modified these queries as shown above to look at use in the evenings by males and females. The printouts below show little difference but there were more males in my survey than females so perhaps this is significant.

Microsoft Access

male use : Select Query

Server	Gender	Age Group	Access	Time of Day
A.O.L.	Female	41-45	Both	6pm-9pm
A.O.L.	Female	13-18	Home	6pm-9pm
N.T.L.	Female	13-18	Home	6pm-9pm
Other	Female	13-18	Home	6pm-9pm

Microsoft Access

male use : Select Query

Server	Gender	Age Group	Access	Time of Day
A.O.L.	Male	13-18	Home	6pm-9pm
B.T.	Male	13-18	Both	6pm-9pm
Freeserve	Male	41-45	Home	6pm-9pm

Internet access by gender

Gender	Server	Age Group	Access	Time of Day
Female	N.T.L.	13-18	Home	Other
Female	Other	13-18	Home	6pm-9pm
Female	Other	13-18	Work/School	8am-11am
Female	A.O.L.	13-18	Home	6pm-9pm
Female	Other	34-40	Both	Other
Female	A.O.L.	41-45	Both	6pm-9pm
Female	N.T.L.	13-18	Home	6pm-9pm
Female	Freemove	41-45	Both	11am-3pm
Female	Other	13-18	Home	Other
Male	B.T.	13-18	Home	3pm-6pm
Male	N.T.L.	13-18	Home	3pm-6pm
Male	A.O.L.	13-18	Home	6pm-9pm
Male	Freemove	41-45	Home	6pm-9pm
Male	B.T.	13-18	Both	6pm-9pm
Male	Freemove	41-45	Both	8am-11am
Male	Other	13-18	Work/School	11am-3pm
Male	A.O.L.	41-45	Both	3pm-6pm
Male	N.T.L.	13-18	Both	3pm-6pm
Male	Other	13-18	Work/School	11am-3pm
Male	Other	34-40	Both	11am-3pm

Access	Time of Day	Server	Duration
Both	6pm-9pm	B.T	6-10 hours
Both	11am-3pm	Other	3-5hours
Work/School	11am-3pm	Other	1-2 hours
Both	3pm-6pm	N.T.L	6-10 hours
Home	6pm-9pm	Other	3-5hours
Work/School	8am-11am	Other	3-5hours
Work/School	11am-3pm	Other	3-5hours
Home	6pm-9pm	A.O.L	6-10 hours
Home	Other	Other	Other
Both	Other	Other	11-16 hours
Home	Other	N.T.L	Other
Home	3pm-6pm	N.T.L	1-2 hours
Home	3pm-6pm	B.T	6-10 hours
Home	6pm-9pm	N.T.L	3-5hours
Home	6pm-9pm	A.O.L	3-5hours
Home	6pm-9pm	Freeserve	1-2 hours
Both	8am-11am	Freeserve	Other
Both	11am-3pm	Freeserve	6-10 hours
Both	3pm-6pm	A.O.L	1-2 hours
Both	6pm-9pm	A.O.L	1-2 hours

Access to Internet		
	No	%
Home	9	45%
Work	0	0%
Both	8	40%
Work/School	3	15%
Total	20	100%

What Server		
	No	%
Other	7	35%
B.T	2	10%
N.T.L	4	20%
A.O.L	4	20%
Freeserve	3	15%
Total	20	100%

Printout showing formula and charts with use of Sum and Countif functions, and both relative and absolute cell references.

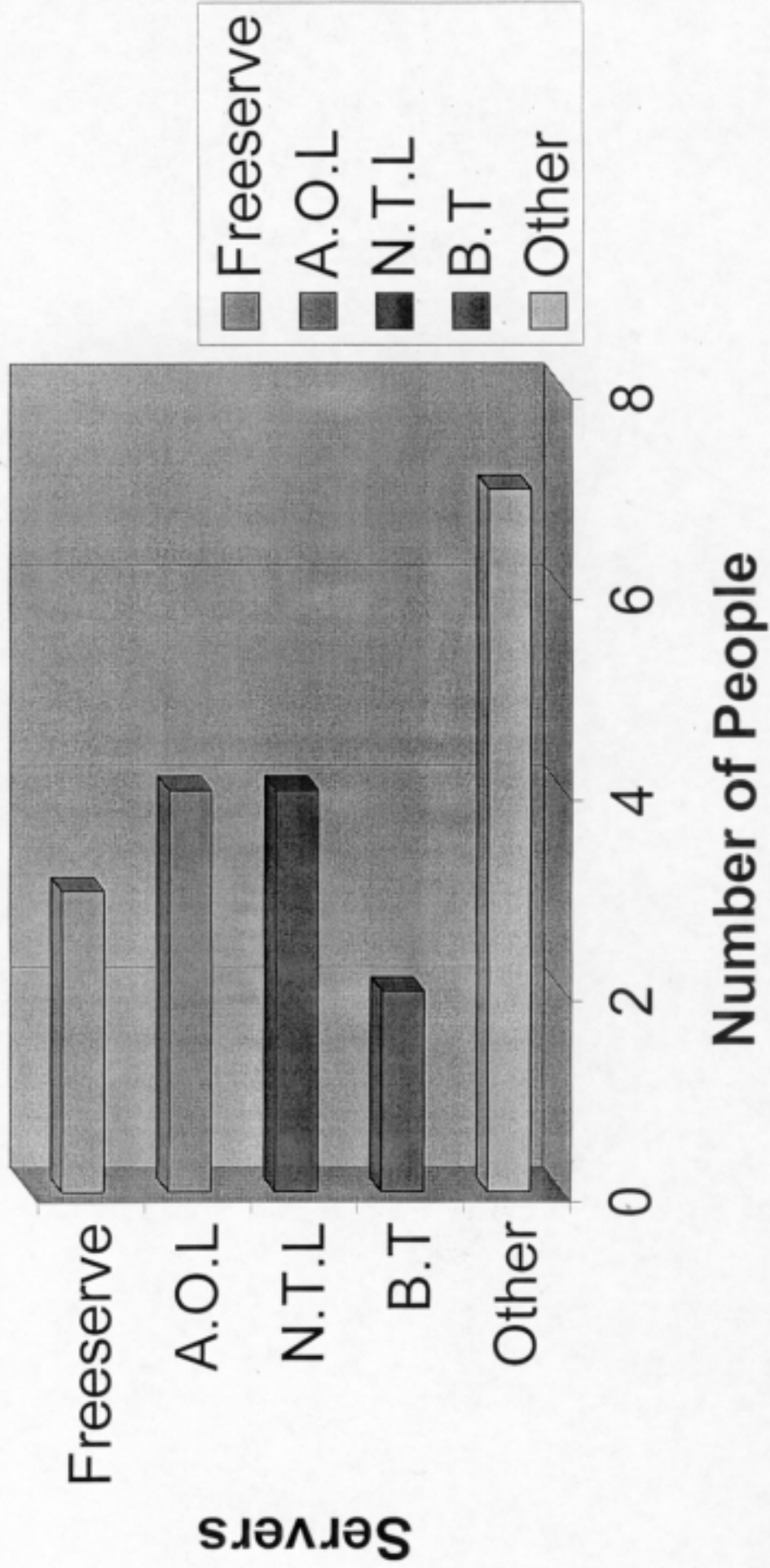
Access to Internet

	No	%
Home	=COUNTIF(A2:A21,"Home")	=H9/SH\$13
Work	=COUNTIF(A2:A21,"Work")	=H10/SH\$13
Both	=COUNTIF(A2:A21,"Both")	=H11/SH\$13
Work/School	=COUNTIF(A2:A21,"Work/School")	=H12/SH\$13
Total	=SUM(H9:H12)	=H13/SH\$13

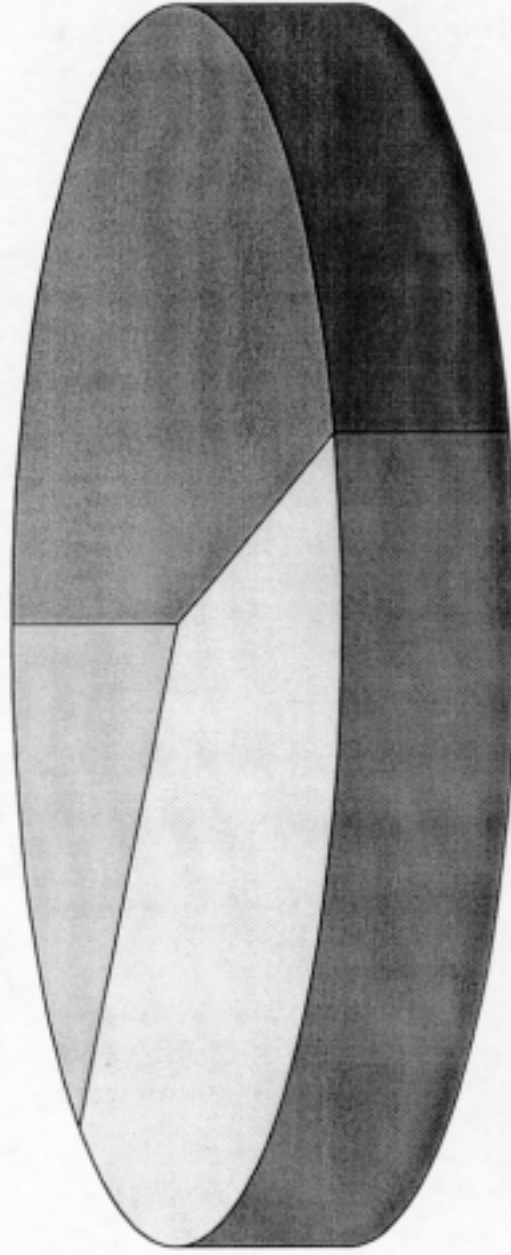
What Server

	No	%
Other	=COUNTIF(C2:C21,"Other")	=H17/SH\$22
B.T	=COUNTIF(C2:C21,"B.T")	=H18/SH\$22
N.T.L	=COUNTIF(C2:C21,"N.T.L")	=H19/SH\$22
A.O.L	=COUNTIF(C2:C21,"A.O.L")	=H20/SH\$22
Freeserve	=COUNTIF(C2:C21,"Freeserve")	=H21/SH\$22
Total	=SUM(H17:H21)	=H22/SH\$22

What Server



Access to Internet



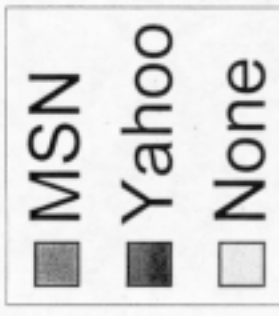
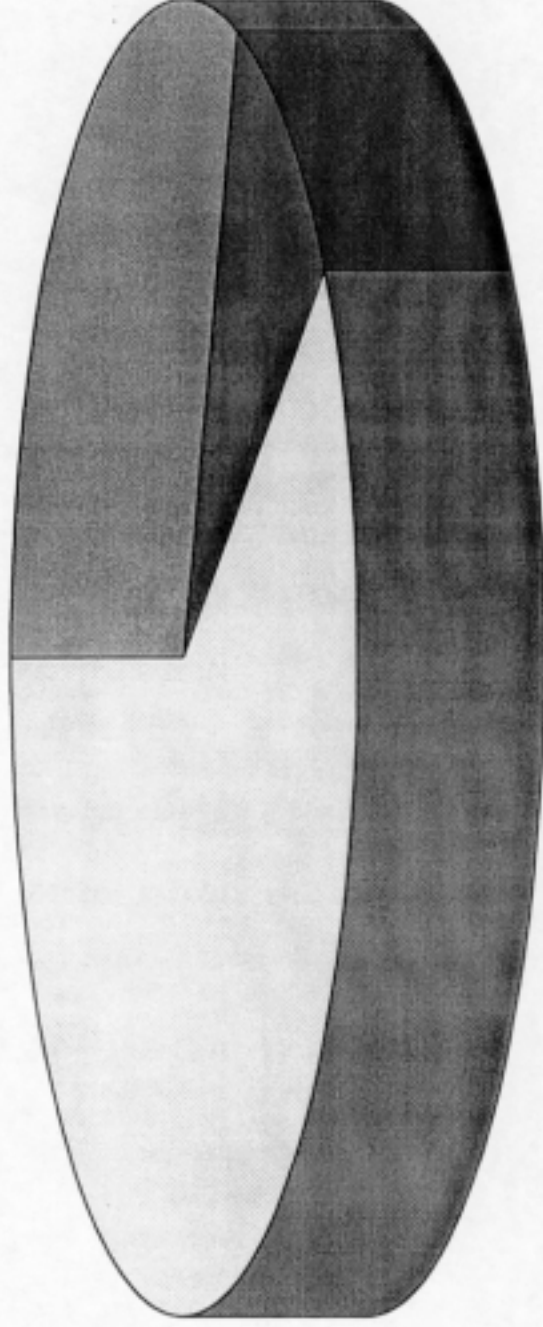
■ Home

■ Work

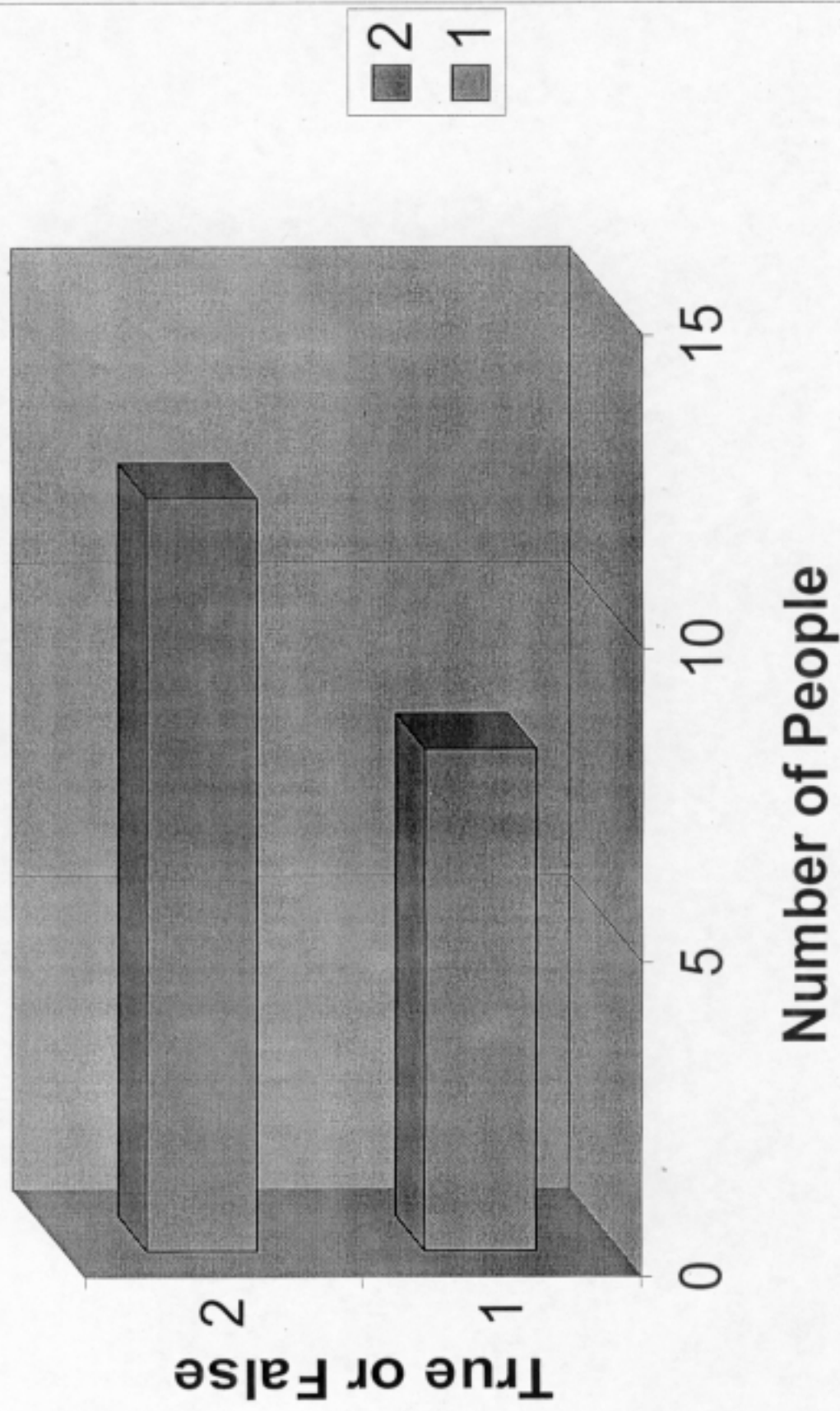
■ Both

■ Work/School

Pie chart to show how many people use Chat Rooms



Use of Chat Rooms



<u>Chat Rooms</u>	<u>Number</u>	<u>%</u>
MSN	=COUNTIF(F2:F21,"MSN")	=B24/(\$B\$24+\$B\$425+\$B\$26)
Yahoo	=COUNTIF(F2:F21,"Yahoo")	=B25/(\$B\$24+\$B\$425+\$B\$26)
None	=COUNTIF(F2:F21,"None")	=B26/(\$B\$24+\$B\$425+\$B\$26)

<u>Chat Use</u>	<u>Number</u>	<u>%</u>
TRUE	=COUNTIF(E2:E21,"True")	=B29/(\$B\$29+\$B\$30)
FALSE	=COUNTIF(E2:E21,"False")	=B30/(\$B\$29+\$B\$30)

Printout showing Countif formula used to calculate number of replies in each category and use of arithmetic formulae to calculate percentage data.

Personal ID	First Name	Gender	Cyber Cafes	Chat Rooms	What Chat	Age Group	Children	They use it	How long
1	Akeel	Male	FALSE	TRUE	Yahoo	13-18	FALSE	Dont have children	Dont have children
2	Dave	Male	TRUE	FALSE	None	34-40	FALSE	Yes	3-6 hours
3	Ryan	Male	FALSE	FALSE	None	13-18	FALSE	Dont have children	Dont have children
4	Harjeet	Male	FALSE	FALSE	None	13-18	FALSE	Dont have children	Dont have children
5	Natasha	Female	FALSE	TRUE	Yahoo	13-18	FALSE	Dont have children	Dont have children
6	Emma	Female	FALSE	FALSE	None	13-18	FALSE	Dont have children	Dont have children
7	Ben	Male	FALSE	FALSE	None	13-18	FALSE	Dont have children	Dont have children
8	Leanne	Female	FALSE	FALSE	None	13-18	FALSE	Dont have children	Dont have children
9	Zara	Female	FALSE	TRUE	MSN	13-18	FALSE	Dont have children	Dont have children
10	Sally	Female	FALSE	FALSE	None	34-40	TRUE	Yes	3-6 hours
11	Natalie	Female	FALSE	FALSE	None	13-18	FALSE	Dont have children	Dont have children
12	Paul	Male	TRUE	TRUE	MSN	13-18	FALSE	Dont have children	Dont have children
13	Jamie	Male	FALSE	TRUE	MSN	13-18	FALSE	Dont have children	Dont have children
14	Laura	Female	FALSE	TRUE	MSN	13-18	FALSE	Dont have children	Dont have children
15	Richard	Male	FALSE	TRUE	MSN	13-18	FALSE	Dont have children	Dont have children
16	Alan	Male	FALSE	FALSE	None	41-45	TRUE	Yes	7-10 hours
17	Pete	Male	FALSE	FALSE	None	41-45	TRUE	Yes	1-2 hours
18	Carol	Female	FALSE	TRUE	MSN	41-45	TRUE	Yes	1-2 hours
19	Carl	Male	FALSE	FALSE	None	41-45	TRUE	Yes	3-6 hours
20	Sue	Female	FALSE	FALSE	None	41-45	TRUE	Yes	3-6 hours

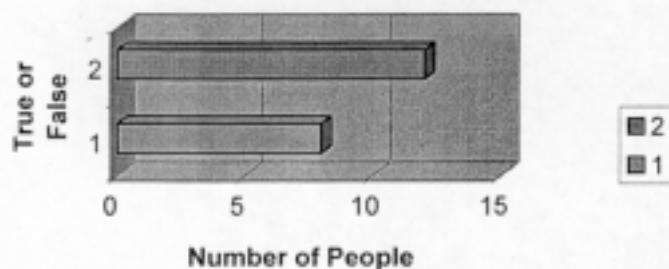
Chat Room	Number	%
MSN	6	33%
Yahoo	2	11%
None	12	67%

Chat Use	Number	%
TRUE	8	40%
FALSE	12	60%

Pie chart to show how many people use Chat Rooms



Use of Chat Rooms



Personal ID	First Name	Gender	Cyber Cafes	Chat Rooms	What Chat	Age Group	Children	They use it	How long	Access	Time of Day	Server	Duration
1	Akeel	Male	FALSE	TRUE	Yahoo	13-18	FALSE	Dont have children	Dont have children	Both	6pm-9pm	B.T	6-10 hours
2	Dave	Male	TRUE	FALSE	None	34-40	FALSE	Yes	3-6 hours	Both	11am-3pm	Other	3-5hours
3	Ryan	Male	FALSE	FALSE	None	13-18	FALSE	Dont have children	Dont have children	Work/School	11am-3pm	Other	1-2 hours
4	Harjeet	Male	FALSE	FALSE	None	13-18	FALSE	Dont have children	Dont have children	Both	3pm-6pm	N.T.L	6-10 hours
5	Natasha	Female	FALSE	TRUE	Yahoo	13-18	FALSE	Dont have children	Dont have children	Home	6pm-9pm	Other	3-5hours
6	Emma	Female	FALSE	FALSE	None	13-18	FALSE	Dont have children	Dont have children	Work/School	8am-11am	Other	3-5hours
7	Ben	Male	FALSE	FALSE	None	13-18	FALSE	Dont have children	Dont have children	Work/School	11am-3pm	Other	3-5hours
8	Leanne	Female	FALSE	FALSE	None	13-18	FALSE	Dont have children	Dont have children	Home	6pm-9pm	A.O.L	6-10 hours
9	Zara	Female	FALSE	TRUE	MSN	13-18	FALSE	Dont have children	Dont have children	Home	Other	Other	Other
10	Sally	Female	FALSE	FALSE	None	34-40	TRUE	Yes	3-6 hours	Both	Other	Other	11-16 hours
11	Natalie	Female	FALSE	FALSE	None	13-18	FALSE	Dont have children	Dont have children	Home	Other	N.T.L	Other
12	Paul	Male	TRUE	TRUE	MSN	13-18	FALSE	Dont have children	Dont have children	Home	3pm-6pm	N.T.L	1-2 hours
13	Jamie	Male	FALSE	TRUE	MSN	13-18	FALSE	Dont have children	Dont have children	Home	3pm-6pm	B.T	6-10 hours
14	Laura	Female	FALSE	TRUE	MSN	13-18	FALSE	Dont have children	Dont have children	Home	6pm-9pm	N.T.L	3-5hours
15	Richard	Male	FALSE	TRUE	MSN	13-18	FALSE	Dont have children	Dont have children	Home	6pm-9pm	A.O.L	3-5hours
16	Alan	Male	FALSE	FALSE	None	41-45	TRUE	Yes	7-10 hours	Home	6pm-9pm	Freeserve	1-2 hours
17	Pete	Male	FALSE	FALSE	None	41-45	TRUE	Yes	1-2 hours	Both	8am-11am	Freeserve	Other
18	Carol	Female	FALSE	TRUE	MSN	41-45	TRUE	Yes	1-2 hours	Both	11am-3pm	Freeserve	6-10 hours
19	Carl	Male	FALSE	FALSE	None	41-45	TRUE	Yes	3-6 hours	Both	3pm-6pm	A.O.L	1-2 hours
20	Sue	Female	FALSE	FALSE	None	41-45	TRUE	Yes	3-6 hours	Both	6pm-9pm	A.O.L	1-2 hours

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