



**General Certificate of Secondary Education  
January 2013**

**ICT**

**45201**

**(Specification 4520)**

**Unit 1: Systems and Applications in ICT**

**Final**

***Mark Scheme***

---

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 events which all examiners participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for standardisation each examiner analyses a number of students' scripts: alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, examiners encounter unusual answers which have not been raised 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 students' 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.

Further copies of this Mark Scheme are available from: [aqa.org.uk](http://aqa.org.uk)

Copyright © 2013 AQA and its licensors. All rights reserved.

**Copyright**

AQA retains the copyright on all its publications. However, registered schools/colleges for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to schools/colleges to photocopy any material that is acknowledged to a third party even for internal use within the centre.

Set and published by the Assessment and Qualifications Alliance.

1	(a)	<b>D</b>	Speaker	<b>Correct answer only</b>	1
1	(b)	<b>D</b>	Web cam	<b>Correct answer only</b>	1
1	(c)	<b>C</b>	Graphics tablet	<b>Correct answer only</b>	1
1	(d)	<b>A</b>	Booking the car in for a service	<b>Correct answer only</b>	1
1	(e)	<b>A</b>	carbon copy	<b>Correct answer only</b>	1
1	(f)	<b>B</b>	Internet Service Provider	<b>Correct answer only</b>	1
1	(g)	<b>D</b>	Access the web	<b>Correct answer only</b>	1
1	(h)	<b>D</b>	Software	<b>Correct answer only</b>	1
2	(a)		Wordart	<b>Correct answer only</b>	1
2	(b)		Text box	<b>Correct answer only</b>	1
2	(c)		Bold and centre	<b>Correct answer only</b>	1
2	(d)		Bullets	<b>Correct answer only</b>	1
2	(e)		Left justification	<b>Correct answer only</b>	1
3	(a)	<b>H</b>	Slide transition	<b>Correct answer only</b>	1
3	(b)	<b>G</b>	RSS feed	<b>Correct answer only</b>	1
		<b>J</b>	Use of counters	<b>Correct answer only</b>	1
3	(c)	<b>C</b>	Linking tables to reduce duplication	<b>Correct answer only</b>	1
3	(d)	<b>D</b>	Mute, play and pause	<b>Correct answer only</b>	1
		<b>E</b>	Play list	<b>Correct answer only</b>	1
3	(e)	<b>A</b>	Curves, layering and rotating	<b>Correct answer only</b>	1
		<b>F</b>	Repeating patterns and morphing	<b>Correct answer only</b>	1

4	(a)	(i)	It relies on an Internet connection so is less reliable <b>Correct answer only</b>	1
4	(a)	(ii)	Cheaper calls cheaper/free Cheaper- no monthly rental <b>(just cheaper score 1 max)</b> Video/Web Cam as well as sound possible/see people Can communicate 'on the go' Can send instant messaging (allow IM) or files at the same time <b>Any 2 x 1 marks</b>	2
4	(a)	(iii)	You can usually see the person you are talking to /face to face/ show object You can get an <b>immediate/real time</b> (detailed) response to a question/ don't have to wait for answer to be typed in Typing can be an issue for blind/disable people More personal, less chance of misunderstanding / read body language / tone of voice You can hear a person's voice <b>Any 2 x 1 marks</b>	2
4	(b)		Faster to send/transfer/download/upload Slow/frustrating waiting to send if not compressed (especially if Internet connection slow) Too big to send/download can be limits on e-mail size (5Mb – 10Mb) Companies sometimes put limits on Inbox <b>Any 1 x 1 mark</b>	1
5	(a)		A11 <b>Correct answer only</b>	1
5	(b)		Number <b>Correct answer only</b>	1
5	(c)		F8 <b>Correct answer only</b>	1
5	(d)		Merging	1
5	(e)	(i)	Relative <b>Correct answer only</b>	1
5	(e)	(ii)	Absolute <b>Correct answer only</b>	1
5	(f)	(i)	Copy/duplicate/repeat (down)	1
5	(f)	(ii)	Cell reference \$B\$11 will <b>not change</b> when copied/replicated down – <b>1 mark</b> Cell reference B11 would <b>change</b> (become B13, B14 etc) when copied/replicated down – <b>1 mark</b>	2

6	(a)	(i)	<b>A</b> (Encryption)	<b>Correct answer only</b>	1
6	(a)	(ii)	<b>D</b> (Spam filter)	<b>Correct answer only</b>	1
6	(a)	(iii)	<b>B</b> (Firewall)	<b>Correct answer only</b>	1
6	(b)	(i)	Series of <b>characters/word/phrase/PIN code/code</b> typed in/entered To <b>gain access/entry/limit access/prevent unauthorised access</b> to a computer/ network/program NB – need to say what is being accessed	<b>1 mark</b> <b>1 mark</b>	2
6	(b)	(ii)	Not easy to guess/don't use personal information Made up of a combination of letters and numbers/not obvious (plus capitals/symbols etc.) Not short/long/reasonable length/many (at least 6 characters) Changed regularly <b>Easy to/one you will</b> remember/only you will know	<b>Any 2 x 1 mark</b>	2
6	(c)		To get sensitive information from you, such as usernames and passwords To get you to send them money or credit card details	<b>Correct answer only</b> <b>Correct answer only</b>	1 1
7	(a)	(i)	Close window	<b>Correct answer only</b>	1
7	(a)	(ii)	Minimise window	<b>Correct answer only</b>	1
7	(b)	(i)	<b>Menu</b> / Sub-menu / drop down menu		1
7	(b)	(ii)	Pointer		1
7	(c)		Text (website address) /picture/link Sends to another page/document/web page/website/place on the page		1 1
7	(d)		Command (line) Menu (driven) Auditory Web-based Touchscreen	<b>Any 1 mark</b>	1

8	(a)	(i)	LT0039 LT0084 (both needed, either order) ignore separator	1
8	(a)	(ii)	LT0053 LT0101 (both needed, either order) ignore separator	1
8	(b)	(i)	List Laptop ID For Number in stock Greater than 5 <b>Field names correct</b> <b>Ignore caps/lower case</b>	<b>1 mark</b> <b>1 mark</b> 2
8	(b)	(ii)	List Laptop ID For Selling price (£) <b>Any one of;</b> Equals 400 Or (Selling price (£)) Less than 400 Equals 400 Or less than 400 Equals Or less than 400 (Equals/Less than in either order) <b>Allow less than 401</b> List Laptop ID For Selling price (£) Less than 401 <b>Field names correct</b> <b>Ignore caps/lower case</b>	<b>1 mark</b>         <b>1 mark</b> 2

9	(a)	<p>Ignore caps/lower case and spaces</p> <p><b>Going clockwise</b></p> <ol style="list-style-type: none"> <li>1. Start</li> <li>2. Fd1</li> <li>3. Down</li> <li>4. Fd7</li> <li>5. Rt90</li> <li>6. Fd5</li> <li>7. Rt90</li> <li>8. Fd3</li> <li>9. Rt90</li> <li>10. Fd4</li> <li>11. Lt90</li> <li>12. Fd4</li> <li>13. Rt90</li> <li>14. Fd1</li> <li>15. End</li> </ol> <p><b>Going anticlockwise</b></p> <ol style="list-style-type: none"> <li>1. Start</li> <li>2. Fd1</li> <li>3. Down</li> <li>4. Rt90</li> <li>5. Fd1</li> <li>6. Lt90</li> <li>7. Fd4</li> <li>8. Rt90</li> <li>9. Fd4</li> <li>10. Lt90</li> <li>11. Fd3</li> <li>12. Lt90</li> <li>13. Fd5</li> <li>14. Lt90</li> <li>15. Fd7</li> <li>16. End</li> </ol>	<p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p>
9	(b)	<p>Can only turn through 90 degrees                  Can only move full squares                  Appears limited to 7 x 9 grid                  Only produce straight lines                  No curved/diagonal lines etc.                  Needs <b>Repeat</b> command</p> <p style="text-align: right;"><b>Any 2 x 1 mark</b></p>	2

10	(a)	(i)	Follow on questions can be asked immediately <b>Correct answer only</b>	1
10	(a)	(ii)	Costs more money/more expensive Takes longer to collect the information Takes a second person away from their job People may not be as honest at interview as it is not anonymous. <b>Any 1 x 1 mark</b>	1
10	(a)	(iii)	Observation / looking at existing system (or similar) Looking at existing documents <b>Any 1 x 1 mark</b>	1
10	(b)	(i)	Design	1
10	(b)	(ii)	Analysis	1
10	(b)	(iii)	Design	1
10	(b)	(iv)	User training	1
10	(b)	(v)	Evaluation	1
11	(a)		<b>Make</b> <b>Correct answer only</b>	1
11	(b)	(i)	<b>Registration mark</b> <b>Correct answer only</b>	1
11	(b)	(ii)	Unique identifier	1
11	(c)		Faster to search (not easier) NOT just find Faster to sort More accurate to sort on multiple fields Faster/easier to edit/update/changed Takes up less space Faster/easier to <b>backup</b> Less chance of losing/misplacing data Faster/neater to graph data Access from outside/ remote access Access by more than one person at a time Faster/more professional reports Export /transfer to other applications More secure because <b>Any 2 answers x 1 mark each</b>	2
11	(d)	(i)	Range check <b>Correct answer only</b>	1
11	(d)	(ii)	Drop down list <b>Correct answer only</b>	1



11	(e)	<p><b>No rewardable material 0 marks</b></p> <p><b>Lower mark range 1 – 2 marks</b> There is a simple, even vague statement(s) naming a method or two relating to data verification. Or limited statement(s) relating to reducing errors. Statement(s) may relate to the ideas below.</p> <p><b>Mid mark range 3 – 4 marks</b> There is evidence of <b>some understanding</b> shown through the use of a <b>correct</b> method that partly <b>describes</b> at least ONE process of data verification.</p> <p><b>High mark 5 marks</b> There is evidence of a <b>clear understanding</b> shown through the use of a <b>correct</b> method that <b>describes</b> at least ONE process of data verification.</p> <p><b>Read the full answer first before you start to mark it.</b> <b>Key Issue</b> Reduces mistakes by <b>Double entry</b> Data typed in a second time Same source document Second operator (Software) compares the two versions Any errors signalled Next version accepted <b>Visual Check/Proof read</b> Using the same source document Second operator Check/read/compare with the on screen version (or printed version) Correct on screen each error <b>as it is found</b></p>			5
12	(a)	(i)	<p>They must obtain the data for lawful and specified purposes <b>Correct answer only</b></p> <p>They must process the data fairly and lawfully <b>Correct answer only</b></p>	1 1	
12	(a)	(ii)	<p>They can prevent their data being used for advertising or marketing <b>Correct answer only</b></p> <p>They can receive, on request, details of the stored data relating to them <b>Correct answer only</b></p>	1 1	
12	(a)	(iii)	<p>National security Crime issues Taxation Data where names not identified Domestic purposes/personal use <b>Any 1 mark</b></p>	1	
12	(b)		<p>Accountability Access</p> <p>Visibility Stewardship</p> <p>Consent Responsibility <b>Any 2 x 1 mark</b></p>	2	

12	(c)	<p><b>No rewardable material 0 marks</b></p> <p><b>Lower mark range 1 – 2 marks</b> There are simple, even vague statement(s) relating to/naming the physical methods of preventing unauthorised access to computer systems.</p> <p><b>Mid mark range 3 – 4 marks</b> There is evidence of <b>some understanding</b> shown through the use of <b>mostly correct</b> ways that partly <b>describe</b> some effectiveness of the physical methods of preventing unauthorised access to computer systems. These issues will cover <b>some</b> of those given below.</p> <p><b>High mark 5 marks</b> There is evidence of a <b>clear understanding</b> shown through the use of <b>correct</b> ways that <b>describe</b> the effectiveness of the physical methods of preventing unauthorised access to computer systems. These issues will cover <b>some</b> of those given below.</p> <p><b>Possible issues including;</b> Locks (inc Finger print locks) Biometrics Clamps Alarms Surveillance/CCTV – best if preventing Location of equipment/high level/not ground floor Blinds – reduce visibility of computer system</p>	5
13	(a)	<p>(i) Do not physically meet a person they have only met online <b>Correct answer only</b></p> <p>Never open e-mails from unknown sources <b>Correct answer only</b></p>	1 1
13	(a)	<p>(ii) <b>NOT</b> from (a)(i) Nondisclosure of personal information (NOT never) Not post photos/videos of yourself Don't add/accept friends on social network sites unless you know them Not forwarding e-mails from unknown sources/use spam filters Not clicking on 'unknown' web links / pop ups Inappropriate use of a web cam Don't take part in cyber bullying/trolling Not accessing pornography/inappropriate content Using 'copy list' with discrimination Work ethically Don't copy/ misuse images Don't make defamatory statements Or libel/slander online <b>Any 2 x 1 mark</b></p>	2

13	(b)	<p><b>Relating to national databases</b>  <b>Access</b> issues/ who has access can be a worry  <b>Privacy</b> issues (Big Brother is watching you)  <b>Security</b> issues worried about 'lots' data lost or stolen(inc 'leaving data on the train')  <b>Hacking</b> issues  <b>Watchdog</b> issues/ used for any/wrong reason  <b>Removable</b> data issues/ how will you know what is stored/how will you get it removed?</p> <p style="text-align: right;"><b>Any 3 x 1 mark</b></p>	3
----	-----	---	---

13	(c)	<table border="1" style="width: 100%;"> <tr> <td style="padding: 5px;"><b>No rewardable material 0 marks</b></td> </tr> <tr> <td style="padding: 5px;"><b>Lower mark range 1 – 2 marks</b> There are simple even vague statement(s) relating to backing up data.</td> </tr> <tr> <td style="padding: 5px;"><b>Mid mark range 3 – 4 marks</b> There is evidence of <b>some understanding</b> shown through the use of <b>mostly correct</b> advice that <b>describes</b> the process of backing up data. This advice will cover <b>many</b> of those given below.</td> </tr> <tr> <td style="padding: 5px;"><b>High mark 5 marks</b> There is evidence of <b>understanding</b> shown through the use of <b>correct</b> advice that <b>describes</b> the process of backing up data. This will cover <b>all or nearly all</b> of those given below.</td> </tr> <tr> <td style="padding: 5px;"><b>Read the full answer first before you start to mark it.</b>  <b>Advice</b> <ol style="list-style-type: none"> <li>1. <b>Named devices/medium - online</b></li> <li>2. <b>Method</b> – any sensible method of storage</li> <li>3. <b>Security</b> – any suitable method of keeping backup secure</li> <li>4. <b>Frequency</b> – any suitable frequency</li> </ol> <p><b>Generations of Files</b> –may be given as a method</p> </td> </tr> </table>	<b>No rewardable material 0 marks</b>	<b>Lower mark range 1 – 2 marks</b> There are simple even vague statement(s) relating to backing up data.	<b>Mid mark range 3 – 4 marks</b> There is evidence of <b>some understanding</b> shown through the use of <b>mostly correct</b> advice that <b>describes</b> the process of backing up data. This advice will cover <b>many</b> of those given below.	<b>High mark 5 marks</b> There is evidence of <b>understanding</b> shown through the use of <b>correct</b> advice that <b>describes</b> the process of backing up data. This will cover <b>all or nearly all</b> of those given below.	<b>Read the full answer first before you start to mark it.</b> <b>Advice</b> <ol style="list-style-type: none"> <li>1. <b>Named devices/medium - online</b></li> <li>2. <b>Method</b> – any sensible method of storage</li> <li>3. <b>Security</b> – any suitable method of keeping backup secure</li> <li>4. <b>Frequency</b> – any suitable frequency</li> </ol> <p><b>Generations of Files</b> –may be given as a method</p>	5
<b>No rewardable material 0 marks</b>								
<b>Lower mark range 1 – 2 marks</b> There are simple even vague statement(s) relating to backing up data.								
<b>Mid mark range 3 – 4 marks</b> There is evidence of <b>some understanding</b> shown through the use of <b>mostly correct</b> advice that <b>describes</b> the process of backing up data. This advice will cover <b>many</b> of those given below.								
<b>High mark 5 marks</b> There is evidence of <b>understanding</b> shown through the use of <b>correct</b> advice that <b>describes</b> the process of backing up data. This will cover <b>all or nearly all</b> of those given below.								
<b>Read the full answer first before you start to mark it.</b> <b>Advice</b> <ol style="list-style-type: none"> <li>1. <b>Named devices/medium - online</b></li> <li>2. <b>Method</b> – any sensible method of storage</li> <li>3. <b>Security</b> – any suitable method of keeping backup secure</li> <li>4. <b>Frequency</b> – any suitable frequency</li> </ol> <p><b>Generations of Files</b> –may be given as a method</p>								

14	<table border="1" style="width: 100%;"> <tr> <td style="padding: 5px;"><b>No rewardable material</b></td> <td style="text-align: center; padding: 5px;"><b>0 marks</b></td> </tr> <tr> <td style="padding: 5px;"><b>Level 1 Lower mark range</b></td> <td style="text-align: center; padding: 5px;"><b>1-3 marks</b></td> </tr> <tr> <td style="padding: 5px;"> <p><b>Subject Criterion Context</b>                      There are simple statements about at least one valid effect that the growth of personal websites, web logs and social networking sites can have. Examples are supported by very limited descriptions.</p> <p><b>Quality of Written Communication</b>                      The candidate has used a form and style of writing which has <b>many</b> deficiencies. Ideas are not <b>often</b> clearly expressed. Sentences and paragraphs are <b>often</b> not well-connected or <b>at</b></p> </td> <td></td> </tr> </table>	<b>No rewardable material</b>	<b>0 marks</b>	<b>Level 1 Lower mark range</b>	<b>1-3 marks</b>	<p><b>Subject Criterion Context</b>                      There are simple statements about at least one valid effect that the growth of personal websites, web logs and social networking sites can have. Examples are supported by very limited descriptions.</p> <p><b>Quality of Written Communication</b>                      The candidate has used a form and style of writing which has <b>many</b> deficiencies. Ideas are not <b>often</b> clearly expressed. Sentences and paragraphs are <b>often</b> not well-connected or <b>at</b></p>		12
<b>No rewardable material</b>	<b>0 marks</b>							
<b>Level 1 Lower mark range</b>	<b>1-3 marks</b>							
<p><b>Subject Criterion Context</b>                      There are simple statements about at least one valid effect that the growth of personal websites, web logs and social networking sites can have. Examples are supported by very limited descriptions.</p> <p><b>Quality of Written Communication</b>                      The candidate has used a form and style of writing which has <b>many</b> deficiencies. Ideas are not <b>often</b> clearly expressed. Sentences and paragraphs are <b>often</b> not well-connected or <b>at</b></p>								

	<p><b>times</b> bullet points may have been used. Specialist vocabulary has been used <b>inappropriately</b> or <b>not at all</b>. <b>Much</b> of the text is <b>legible</b> and <b>some</b> of the meaning is <b>clear</b>. There are <b>many</b> errors of spelling, punctuation and grammar but it should still be possible to understand <b>much</b> of the response.</p>		
	<p><b>Level 2 Lower mid mark range</b></p> <p><b>Subject Criterion Context</b> There is evidence of <b>some understanding or use</b> shown by giving examples of at least two reasonably valid <b>effects</b> that the growth of personal websites, web logs and social networking sites have on society. Examples are supported by limited descriptions.</p> <p><b>Quality of Written Communication</b> The candidate has used a form and style of writing which has <b>some</b> deficiencies. Ideas are not <b>always</b> clearly expressed. Sentences and paragraphs may <b>not</b> be well-connected or <b>at times</b> bullet points may have been used. Specialist vocabulary has been used on a <b>limited</b> number of occasions. <b>Most</b> of the text is <b>legible</b> and <b>some</b> of the meaning is <b>clear</b>. There are <b>some</b> errors of spelling, punctuation and grammar but it should still be possible to understand <b>most</b> of the response.</p>	<p><b>4-6 marks</b></p>	
	<p><b>Level 3 Higher mid mark range</b></p> <p><b>Subject Criterion Context</b> There is evidence of a more <b>developed understanding</b> shown through the use of <b>suitable</b> examples that <b>describe</b> at least three valid <b>effects</b> that the growth of personal websites, web logs and social networking sites have on society. Examples are supported by suitable descriptions.</p> <p><b>Quality of Written Communication</b> The candidate has <b>mostly</b> used a form and style of writing <b>appropriate</b> to purpose and has expressed some complex ideas <b>reasonably clearly</b> and <b>fluently</b>. The candidate has usually used <b>well linked</b> sentences and paragraphs. Specialist vocabulary has been used on a number of occasions but <b>not always appropriately</b>. Text is <b>legible</b> and <b>most</b> of the meaning is <b>clear</b>. There are <b>occasional</b> errors of spelling, punctuation and grammar.</p>	<p><b>7-9 marks</b></p>	
	<p><b>Level 4 High mark range</b></p> <p><b>Subject Criterion Context</b> There is evidence of a <b>clear understanding</b> shown through the use of at least three <b>relevant</b> examples that <b>discuss</b> valid <b>effects</b> that the growth of personal websites, web logs and social networking sites have on society. Examples are well supported by reasoned arguments. <b>Possible effects are clearly discussed (for and against thought about)</b></p>	<p><b>10-12 marks</b></p>	

	<p><b>Quality of Written Communication</b>                  The candidate has selected and used a form and style of writing <b>appropriate</b> to purpose and has expressed complex ideas <b>clearly</b> and <b>fluently</b>. Sentences and paragraphs follow on from one another clearly and coherently.                  Specialist vocabulary has been used <b>appropriately</b> throughout.                  Text is <b>legible</b> and the meaning is <b>clear</b>. There are <b>few</b> if any errors of spelling, punctuation and grammar.</p>		
	<p><b>Quality of Written Communication Skills</b>                  The candidate's quality of written communication skills will be one of the factors influencing the actual mark an examiner will give within a level of response. The quality of written communication skills associated with each level is indicated above</p>		
	<p><b>Examples of effects;</b>  <b>Social networks</b></p> <ul style="list-style-type: none"> <li>• Stay safe issues</li> <li>• Change the way we keep in touch, share and communicate with.....</li> </ul> <p><b>Web Logs and websites produced by individuals</b></p> <ul style="list-style-type: none"> <li>• Celebrities now have a platform to give their side of an event or argument</li> <li>• Diary of an individual or important event or adventure can followed in almost 'real time'</li> </ul>		

15	<table border="1"> <tr> <td data-bbox="268 1205 1174 1317"> <p><b>No rewardable material</b></p> </td> <td data-bbox="1174 1205 1310 1317" style="text-align: center;"> <p><b>0 marks</b></p> </td> </tr> <tr> <td data-bbox="268 1317 1174 1921"> <p><b>Level 1 Lower mark range</b></p> <p><b>Subject Criterion Context</b>                      There are simple statements about at least one valid changing pattern of employment. Examples are supported by very limited descriptions.</p> <p><b>Quality of Written Communication</b>                      The candidate has used a form and style of writing which has <b>many</b> deficiencies. Ideas are not <b>often</b> clearly expressed. Sentences and paragraphs are <b>often</b> not well-connected or <b>at times</b> bullet points may have been used.                      Specialist vocabulary has been used <b>inappropriately</b> or <b>not at all</b>.  <b>Much</b> of the text is <b>legible</b> and <b>some</b> of the meaning is <b>clear</b>. There are <b>many</b> errors of spelling, punctuation and grammar but it should still be possible to understand <b>much</b> of the response.</p> </td> <td data-bbox="1174 1317 1310 1921" style="text-align: center;"> <p><b>1-3 marks</b></p> </td> </tr> <tr> <td data-bbox="268 1921 1174 2051"> <p><b>Level 2 Lower mid mark range</b></p> <p><b>Subject Criterion Context</b>                      There is evidence of <b>some understanding or use</b> shown by</p> </td> <td data-bbox="1174 1921 1310 2051" style="text-align: center;"> <p><b>4-6 marks</b></p> </td> </tr> </table>	<p><b>No rewardable material</b></p>	<p><b>0 marks</b></p>	<p><b>Level 1 Lower mark range</b></p> <p><b>Subject Criterion Context</b>                      There are simple statements about at least one valid changing pattern of employment. Examples are supported by very limited descriptions.</p> <p><b>Quality of Written Communication</b>                      The candidate has used a form and style of writing which has <b>many</b> deficiencies. Ideas are not <b>often</b> clearly expressed. Sentences and paragraphs are <b>often</b> not well-connected or <b>at times</b> bullet points may have been used.                      Specialist vocabulary has been used <b>inappropriately</b> or <b>not at all</b>.  <b>Much</b> of the text is <b>legible</b> and <b>some</b> of the meaning is <b>clear</b>. There are <b>many</b> errors of spelling, punctuation and grammar but it should still be possible to understand <b>much</b> of the response.</p>	<p><b>1-3 marks</b></p>	<p><b>Level 2 Lower mid mark range</b></p> <p><b>Subject Criterion Context</b>                      There is evidence of <b>some understanding or use</b> shown by</p>	<p><b>4-6 marks</b></p>	12
<p><b>No rewardable material</b></p>	<p><b>0 marks</b></p>							
<p><b>Level 1 Lower mark range</b></p> <p><b>Subject Criterion Context</b>                      There are simple statements about at least one valid changing pattern of employment. Examples are supported by very limited descriptions.</p> <p><b>Quality of Written Communication</b>                      The candidate has used a form and style of writing which has <b>many</b> deficiencies. Ideas are not <b>often</b> clearly expressed. Sentences and paragraphs are <b>often</b> not well-connected or <b>at times</b> bullet points may have been used.                      Specialist vocabulary has been used <b>inappropriately</b> or <b>not at all</b>.  <b>Much</b> of the text is <b>legible</b> and <b>some</b> of the meaning is <b>clear</b>. There are <b>many</b> errors of spelling, punctuation and grammar but it should still be possible to understand <b>much</b> of the response.</p>	<p><b>1-3 marks</b></p>							
<p><b>Level 2 Lower mid mark range</b></p> <p><b>Subject Criterion Context</b>                      There is evidence of <b>some understanding or use</b> shown by</p>	<p><b>4-6 marks</b></p>							

	<p>giving examples of at least two valid changing patterns of employment due to the introduction of computers and the increasing use of network technology. Examples are supported by limited descriptions.</p> <p><b>Quality of Written Communication</b> The candidate has used a form and style of writing which has <b>some</b> deficiencies. Ideas are not <b>always</b> clearly expressed. Sentences and paragraphs may <b>not</b> be well-connected or <b>at times</b> bullet points may have been used. Specialist vocabulary has been used on a <b>limited</b> number of occasions. <b>Most</b> of the text is <b>legible</b> and <b>some</b> of the meaning is <b>clear</b>. There are <b>some</b> errors of spelling, punctuation and grammar but it should still be possible to understand <b>most</b> of the response.</p>		
	<p><b>Level 3 Higher mid mark range</b></p> <p><b>Subject Criterion Context</b> There is evidence of a more <b>developed understanding</b> shown through the use of <b>suitable</b> examples that <b>describe</b> at least three valid changing patterns of employment due to the introduction of computers and the increasing use of network technology. Examples are supported by suitable descriptions.</p> <p><b>Quality of Written Communication</b> The candidate has <b>mostly</b> used a form and style of writing <b>appropriate</b> to purpose and has expressed some complex ideas <b>reasonably clearly</b> and <b>fluently</b>. The candidate has usually used <b>well linked</b> sentences and paragraphs. Specialist vocabulary has been used on a number of occasions but <b>not always appropriately</b>. Text is <b>legible</b> and <b>most</b> of the meaning is <b>clear</b>. There are <b>occasional</b> errors of spelling, punctuation and grammar.</p>	<p><b>7-9 marks</b></p>	
	<p><b>Level 4 High mark range</b></p> <p><b>Subject Criterion Context</b> There is evidence of a <b>clear understanding</b> shown through the use of <b>relevant</b> examples that <b>discuss</b> at least three valid the changing patterns of employment due to the introduction of computers and the increasing use of network technology. Examples are well supported by reasoned arguments.</p> <p><b>Quality of Written Communication</b> The candidate has selected and used a form and style of writing <b>appropriate</b> to purpose and has expressed complex ideas <b>clearly</b> and <b>fluently</b>. Sentences and paragraphs follow on from one another clearly and coherently. Specialist vocabulary has been used <b>appropriately</b> throughout. Text is <b>legible</b> and the meaning is <b>clear</b>. There are <b>few</b> if any errors of spelling, punctuation and grammar.</p>	<p><b>10-12 marks</b></p>	
	<p><b>Quality of Written Communication Skills</b></p>		

	<p>The candidate's quality of written communication skills will be one of the factors influencing the actual mark an examiner will give within a level of response. The quality of written communication skills associated with each level is indicated above</p>		
	<p><b>Changing patterns – examples</b>  <b>Examples of changing patterns</b></p> <ul style="list-style-type: none"> <li>• No need for central offices</li> <li>• Less face to face communication (with each other and customers)</li> <li>• Increased flexible hours</li> <li>• Hot desking and working 'on the move'</li> <li>• Can work together/ communicate/collaborate from anywhere in the world/home (Internet) teleworking</li> <li>• Share resources from anywhere (online storage)</li> <li>• Video conferencing from anywhere in the world (Video conferencing)</li> <li>• Change in jobs - skilled jobs created</li> <li>• More automation</li> <li>• Flexible working hours</li> <li>• Job satisfaction</li> <li>• Training/ retraining</li> <li>• Increased unemployment - some jobs lost- High St v Online</li> </ul>		

UMS conversion calculator [www.aqa.org.uk/umsconversion](http://www.aqa.org.uk/umsconversion)