



General Certificate of Secondary Education

# Information and Communication Technology

**45202/TN**

Unit 2 The Assignment: Applying ICT

**Confidential<sup>1</sup>**

## Specimen Teachers' Notes

To be printed and given immediately to the teacher(s) responsible for GCSE ICT

Open on receipt

**When not in use, this document must be kept under lock and key in a secure location.**

**It must not be removed from the centre, except for use at the AQA Teachers' Standardising Meeting.**

**THIS DOCUMENT MUST NOT BE SEEN BY CANDIDATES**

<sup>1</sup> For the purposes of this specimen, the confidential pages of the Teachers' Notes have not been identified. In an operational examination, all except Section 3.1 and the marking criteria in Section 6 would be confidential.

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## 1 Introduction

These Teachers' Notes (hereafter to be called Notes) are for the instruction and guidance of teachers.

There is a considerable amount of material for the Assignment and it is important that you are familiar with it. If you have any problems that are not resolved by these Notes you are encouraged to contact us for further clarification using *Ask AQA for Teachers* on the AQA Website. Each centre will also be assigned a Controlled Assessment Adviser who will be available to help you with any centre-specific matters relating to Unit 2. Details of how to contact your Controlled Assessment Adviser will be provided when we have told us that your centre is taking the specification.

You will need to provide each candidate with a copy of the Candidate Booklet. Any pages within these Notes **not** showing a 'CONFIDENTIAL' watermark (e.g. the **Marking Criteria** in Section 6) may be photocopied and issued to candidates when you think it appropriate. In the specimen material the watermark 'DRAFT' is used throughout.

A copy of these Notes and the Candidate Booklet must be taken to the annual AQA Teachers' Standardising Meeting. **They may be removed only from the centre for use at the meeting.**

The data files relevant to this Assignment will be sent to your centre in September via e-AQA<sup>2</sup>. Candidates must be prepared for the Assignment for the year in which they are to be entered for the component.

The following should be referred to when using these Notes:

- Unit 2 Candidate Booklet
- Unit 2 Assessment Tool, available through e-AQA. The Assessment Tool restricts marks only to those allowed for a section. It averages and totals sections and calculates the final mark awarded.

<sup>2</sup>You can apply for access to e-AQA via the AQA Website. If your centre already has this facility, your Examinations Officer can give you access.

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## 2 General guidance on the Assignment

### 2.1 The help you can give to candidates

For the Assignment candidates must complete two tasks based around the development of materials for a fan club:

Task 1: the setting up of a website for the Purple Spiders' Fan Club

Task 2: the setting up of a system to manage and calculate the cost to fans of Purple Spiders' downloads and link it to the website.

If it is felt that candidates are not sufficiently familiar with the general notions of a fan club and require help with some of the concepts involved, then it is acceptable to give a general briefing to the candidates provided there are no specific references to any of the Tasks within the Assignment.

You are advised to complete the Assignment yourself in advance of delivering it to candidates so as to familiarise yourself with the requirements of the two Tasks. However, you must **not** work through the Candidate Booklet with your candidates. You are permitted to explain or amplify any of the language used for less able candidates. In so doing, you must not, however, explain the ICT-specific terminology used in the Candidate Booklet. Any assistance of this nature must be recorded on the Assignment Assessment document.

Candidates should be advised to tackle the whole of the Assignment as far as they can, rather than concentrating on only one aspect of the work. This will enable them to demonstrate the range of skills they have developed during the course. It may, however, be appropriate for less able candidates to concentrate on limited areas of the Tasks. See also the paragraph 7.3.3, Feedback to candidates, on page 21.

### 2.2 The Analysis sections of each Task

There are two Tasks to tackle within the Candidate Booklet and there are, therefore, two Analyses. Candidates should be given an appropriate period of time to read the whole of the booklet. They should **first work on the Analysis of each Task** as an individual activity under controlled conditions (see Section 7, page 19). Teachers should then ensure that, after the Analysis sections have been completed, candidates put together the remaining sections within the Tasks in the order indicated in Section 6.7 (i.e. Design through to Report). This should be the order of completed sections in their folders, although the sections themselves can be undertaken in any order.

Once the Analyses have been collected in, candidates must be provided with the so-called 'Standard Analyses' (i.e. the version in Section 5, page 9) to enable them to start each task knowing all the criteria required. (Do not give candidates a copy of Section 5 from these Notes; download a copy of the Analysis Mark Grid from e-AQA). Candidates' marks for the Analyses remain fixed but, with the standard Analyses, they could gain marks for the Design, Implementation, Testing, Self Evaluation, Report and Evaluation of others' use of ICT sections even though they may not have initially identified all of the desired outcomes and performance criteria. Use the standard Analyses given in Section 5 to discuss the remainder of the Assignment with your candidates. Any assistance given may be different for different ability levels of candidates.

## 2.3 General Guidance on Analysis

Analysis is defined as being about identification and categorisation. Candidates should be instructed to use the headings given on page 3 of the Candidate Booklet (i.e. The name of the Task, The desired outcomes/performance criteria and Testing).

For assessment purposes, no distinction is made between desired outcomes (subjective) and performance criteria (measurable).

## 2.4 General guidance on Design, Implementation, Testing, Self Evaluation, Report and Evaluation of others' use of ICT

**Design** should refer to the user's needs. It should also be about preparing for Implementation and Testing, but should **not** include evidence from either of these two stages. Candidates should:

- develop a well planned design (only one plan for each part of each Task, with sufficient detail for a third party to be able to implement. A hand drawn or computer drawn plan is perfectly acceptable)
- provide a detailed explanation of the design choices made (showing how they meet the user's needs)
- produce a Testing Plan which explains the purpose of the test, shows the test data and expected results.

**Implementation** should 'tell the story' of **how** the solution was created and used. It should:

- include stages of creation
- include all key stages
- include any aspects needed specifically for testing
- show the final solution required
- include an explanation to show **how** the solution was created.

In this section there should be sufficient evidence of the candidate's skill, understanding and efficiency to be assessed.

If any changes are needed then they should be corrected, but candidates should not introduce errors artificially. Credit can be gained only once for describing the steps in producing a key stage.

**Testing** should include:

- a Testing Plan (repeated here as well as in the Design section) which explains the purpose of the test, shows the test data and expected results
- a display of test evidence
- annotation to explain that the test comparison has taken place (i.e. 'checking off' on the test 'printout' that the evidence matches the plan)
- a description of any problems found and any changes needed.

In **Self Evaluation** candidates should comment on the desired outcomes/performance criteria from the Standard Analyses, ie:

- a basic evaluation will comment on the methods used
- a limited evaluation will state that the desired outcomes and performance criteria have been produced (there needs to be more than just a 'Yes/No' answer)
- a reasonable evaluation will state how the desired outcomes and performance criteria have been produced
- an effective evaluation will describe how well some of the desired outcomes and performance criteria have been produced
- a high quality evaluation will discuss how well some of the desired outcomes and performance criteria have been produced.

*[There are different mark ranges available for each of these stepped comments in Evaluation]*

**Turn over ►**

**Report** should include:

- an explanation of the issues raised (specified in the Candidate Booklet)
- recommendations arising from the issues raised.

In **Evaluation of others' use of ICT** candidates should comment on how effective the ICT solution of another student is, using the results to improve the quality of their work and to inform future work.

The Quality of Written Communication (QWC) is assessed in the sections Design, Implementation, Self Evaluation, Report and Evaluation of others' use of ICT in 2.4 above. Candidates should:

- (i) ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear
- (ii) select and use a form and style of writing appropriate to purpose and to complex subject matter
- (iii) organise information clearly and coherently, using specialist vocabulary when appropriate.

## 2.5 The Candidate's folder

A candidate's folder must contain:

- the completed Candidate's Record Form
- the completed Assignment Mark Sheet
- only the candidate's own work.

Candidates should be advised to build up a report on the Assignment comprising:

- a section for both Analyses
- separate sections for each Task (ie the Design, Implementation, Testing, Self Evaluation, Report and Evaluation of others' use of ICT sections for each Task must be distinguishable).

It is vital for assessment and moderation purposes that the **sections are kept in the same order** as that shown in Section 6.7, page 12.

Throughout the course of their work on the Assignment, candidates should be encouraged to keep a blog or diary of what they are doing and why.

## 2.6 Teacher annotation

Teacher **annotation** of candidates' work and comments in the Assignment Assessment document are vital in order that the Controlled Assessment Adviser can assess accurately the candidate's work for the Assignment. Teacher annotation should indicate where a candidate has achieved the assessment criterion and what aspect of it has been achieved.

### 3 Specific guidance on the 20XX Assignment

	<b>Task 1 Website</b>	<b>Task 2 Music downloads system</b>
<b>Design</b>	<ul style="list-style-type: none"> <li>Plan for implementation including layout plans with annotation, reference must be made to the navigation bar links</li> <li>Reasons for design choices including their relationship to user needs and desired outcomes/ performance criteria</li> <li>Testing plans (should also be repeated in testing section)</li> </ul>	<ul style="list-style-type: none"> <li>Plan for implementation including layout plans with formulae/functions (VLOOKUP), and annotation, graphs, cell formats and worksheets</li> <li>Reasons for design choices including their relationship to user needs and desired outcomes/performance criteria</li> <li>Testing plans (should also be repeated in testing section)</li> </ul>
<b>Implementation</b>	<ul style="list-style-type: none"> <li>Evidence of development of the solution showing the key stages of creation with annotation/report to explain how the task was solved and why any changes were made</li> <li>Annotation must provide evidence of the level of skill in using the software to produce the required solution</li> <li>Evidence must include development of each web page with the import/typing of text; import/resizing/moving of pictures; creation of links between pages and formatting required</li> <li>Efficient creation may require using a 'master' page or similar</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of development of the solution showing the key stages of creation with annotation/report to explain how the task was solved and why any changes were made</li> <li>Annotation must provide evidence of the level of skill in using the software to produce the required solution</li> <li>Evidence of the existence of formulae/ functions in the form of printouts</li> <li>Completed spreadsheet, with separate worksheets</li> <li>Evidence of using the spreadsheet to work out the solution(s) required</li> <li>Linking spreadsheet to a page in website</li> </ul>
<b>Testing</b>	<ul style="list-style-type: none"> <li><i>Testing plans (should be included here)</i></li> <li>Evidence for each test given in the plan with cross referencing to the plan</li> <li>Annotation is needed to explain what the test printouts show</li> <li>Comments on the results of testing to show clearly it has been 'checked'</li> </ul>	<ul style="list-style-type: none"> <li><i>Testing plans (should be included here)</i></li> <li>Evidence for each test given in the plan with cross referencing to the plan</li> <li>Annotation is needed to explain what the test printouts show</li> <li>Comments on the results of testing to show clearly it has been 'checked'</li> </ul>
<b>Evaluation</b>	<ul style="list-style-type: none"> <li>List performance criteria/desired outcomes and discuss/describe/ state how effectively produced</li> </ul>	<ul style="list-style-type: none"> <li>List performance criteria/desired outcomes and discuss/describe/ state how effectively produced</li> </ul>
<b>Report</b>	<ul style="list-style-type: none"> <li>Produce a separate report on issues required</li> <li>Make recommendations for the end user</li> </ul>	<ul style="list-style-type: none"> <li>Produce a separate report on issues required</li> <li>Make recommendations for the end user</li> </ul>
<b>Evaluation of others' use of ICT</b>	<ul style="list-style-type: none"> <li>Comment about the effectiveness of the ICT solution of another student</li> <li>Use these comments to make recommendations about how to improve the quality of future work</li> </ul>	<ul style="list-style-type: none"> <li>Comment about the effectiveness of the ICT solution of another student</li> <li>Use these comments to make recommendations about how to improve the quality of future work</li> </ul>

Turn over ►

### 3.2 Task 1: The Website task

**NB** In 3.2, hard copy refers to printouts or screenshots.

The centre is provided with data files (Best sellers and Latest tracks) and images for use with this Task. Candidates have to produce a logo for this Task. Candidates are required to produce a website (containing at least three pages). The links between the pages require the use of hyperlinks, set up as a navigation bar. For some pages candidates are required to research appropriate content or messages. They may use the Internet (see Section 7.3.2, Research, for Internet use in Controlled Assessment conditions) or other sources to do the research or to find images or text. For each area of research they must include **one** example of their source.

Candidates need print only a final hard copy of the web pages in colour. Printouts of earlier key stages may be in black and white or colour.

Owing to third party copyright restrictions with regard to the images provided, it is essential that candidates do not publish their web pages on the Internet. It is also crucial that candidates do not use the images for any purpose other than the specimen GCSE ICT Assignment.

There is one type of test to carry out (i.e. test a navigation bar on one of the pages, producing evidence that the links to each page work). Evidence may be in the form of screenshots or annotated html.

Candidates have to implement at least three pages of a website in an efficient way. For example, a master page or similar may be used to include items needed on all pages.

Candidates have to produce a report about developing the website for mobile phone use and make recommendations.



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### 3.3 Task 2: Music Downloads System

You have been provided with a data file (Music Downloads) and may use other images (eg the candidate's logo) with this Task. Candidates will need to attempt this Task using a spreadsheet package, which supports multiple worksheets. Candidates are required to set up a list of music downloads. This list must be sorted (first in any order in one column and then in ascending order in another). The lists must be printed on A4 paper.

Candidates are required to produce a graph of their own choice to compare specific details from the music downloads list. To make it fit for purpose a correctly chosen graph should be given a title and the axes labelled. The graph could be in a separate worksheet. Other details should be added before the finished graph is printed in colour.

To produce the invoice, in addition to the use of common formulae/functions, candidates may need to use other functions (eg VLOOKUP...) to find details about each item ordered by a fan. It is permissible for teachers to provide other examples to explain the use of the lookup function. If candidates are unable to use this method then an alternative method will be credited but will restrict the marks achievable to below the highest mark range for skill, understanding and efficiency. Alternative methods may be, 'copy and paste', or use the whole music downloads list and place a '1' next to the chosen track to use a formula to work out the cost for just the tracks chosen. Candidates should know what an invoice looks like to be able to produce it professionally.

There is one type of test to carry out to check that the invoice works. Candidates should choose their own test data and work out 'by hand' the expected results prior to testing. Evidence will be in the form of a printout of the invoice with the test data entered.

Candidates need to find a way of linking the invoice to a page in the website (or vice versa). Methods may include inserting a linked object on the page, or linking to the actual spreadsheet file and returning to the website. An alternative method may be, 'copy and paste', but this would restrict marks to below the highest mark ranges.

Candidates have to produce a report about linking Task 2 to the website and make recommendations.

## 4 Files on e-AQA

- 4.1** Files are provided that are relevant to the Tasks in the Assignment. These files are intended to allow easy input of the text and data necessary for the Tasks. In the event of any problems with them, please contact your Controlled Assessment Adviser for advice.

The necessary files (txt and csv) are also in hard copy at the back of the Candidate Booklet. Where appropriate, these may be typed into the computer if the necessary facilities are not available or in the event of other difficulties.

The following files are available from e-AQA:

**Text files for Task 1:**

Best sellers

Latest tracks

**File for Task 2 (in CSV and tab delimited (text) format):**

Music downloads

**Please note: copyright restrictions mean that these images may be used only in the Tasks for this assignment and they must not be published on the Internet.**

**Graphics files<sup>3</sup> available for Task 1**

Purple Spiders 1

Purple Spiders 2

Purple Spiders 3

Baseball cap

T-shirt

Logo

**Graphic file available for Task 2**

Logo

**Files on e-AQA:**

These files can be downloaded from e-AQA, the secure area of the AQA website. You will need to obtain a login ID and password by either submitting the online form or by asking your Centre Administrator (usually your Examinations Officer) to provide you with one.

**4.2 Please note:**

For Task 1, you will need web design (or Interactive presentation) software that allows the use of master pages, creation of a navigation bar and links to external files (for the invoice link).

For Task 2, you will need spreadsheet software that can import CSV or tab delimited files and deal with multiple worksheets.

- 4.3** To allow for the variations of hardware and software used in centres, two versions of the graphics files are supplied (jpg and gif). Centres are advised to use the file version that is best for the circumstances in which it is to be used. Candidates should be informed that some images may need to be re-sized after being imported.

<sup>3</sup>For operational examinations, all graphic files will be available from AQA in .jpg and .gif formats, but only .jpg is provided with the specimen Candidate Booklet.

## 5 Task marking: the ‘Standard’ Analysis for the 20XX Assignment

- 5.1 The statements in each Task below are categorised under the headings provided in the Candidate Booklet (page 3). They are totalled at the end of each heading. Candidates may sometimes combine two or more statements in one ‘sentence’. Tick each statement found.

*Parts of statements in round brackets ( ) are not essential for candidates to be awarded full marks.*

**The work presented by candidates should be marked by ticking the statements on the candidate’s work or ticking the Analysis Mark Grid and attaching it to the candidate’s work.**

### 5.2 The ‘Standard’ Analysis for Task 1 – Website

#### The desired outcomes and performance criteria

- Must contain enough pages in website to interest fans
- Must be simple (for fans) to use
- Must produce new Purple Spiders logo
- Must include logo on each page
- Must choose best place to put logo
- Must choose heading for each page
- Must make headings stand out
- Must include a navigation bar on each page
- Must put navigation bar in same place on each page
- Must make navigation bar link to all pages
- Website must be produced efficiently
- Must print finished web pages in colour

#### Home page

- Must have a picture of the band
- Must choose picture
- Must decide how big picture is
- Must include short welcome message
- Must make welcome message move
- Must include a suitable message about staying safe on-line
- Must research message
- Must make home page exciting (in other ways)
- Must include just enough sound, video or animation

#### Membership web page

- Must research (look at) similar websites
- Must include personal details (‘field’ name and a box) about members
- Must make page look professional

#### Music downloads web page

- Must have list of latest (download) tracks
- Must line up the track times
- Must include a warning about illegal music downloads
- Must research this message

#### Other web pages

- Must include more web pages
- Must research what pages other fan club websites include

#### Report

- Must produce report on developing website for mobile phones
- [31 statements about desired outcomes and performance criteria]*

#### Testing

- Must test all links in navigation bar work for one page
- [1 statement about testing]*

**[Task 1 Final Total = 32 statements]**

**This must be converted to a mark out of 10 using the Unit 2 Analysis**

**Mark Boundaries for Task 1: see Section 6, on page 12**

**Turn over ►**

### 5.3 The 'Standard' Analysis for Task 2 – Music Downloads System

#### The desired outcomes and performance criteria

##### Music downloads list

- Must produce list sorted in any order of copies sold
- Must make headings stand out
- Must print on A4 paper
- Must produce list sorted in ascending music code order

##### Music downloads graph

- Must produce a graph of download tracks released in 2012
- Must show number of copies sold and download title
- Must choose graph type to show (difference between) number of copies sold
- Must look professional
- Must be fit for purpose
- Must make it clear what graph is showing about Purple Spiders
- Must print a copy in colour on A4 paper

##### Invoice

- Must use music downloads sorted in music code order
- Must know music code a fan wants to order
- Must show what has been ordered and total cost
- Must be separate
- Must automatically show (download) title
- Must automatically show (download) time
- Must automatically show (download) year released
- Must automatically show (download) price
- Must make music code identify and show other information
- Must cater for up to ten different tracks
- Must look professional
- Must include all information a fan needs
- Must know it's an invoice from Purple Spiders fan club
- Must allow fans to get in touch (if there is a problem)
- Must not include any unnecessary details
- Must print out all formulae and functions used
- Must print out an invoice on A4 paper for James Jones
- Must link invoice to website
- Must update navigation bar

##### Report

- Must produce report on linking parts of Task 2 to the website

##### Tour model

- Must produce a model to plan the finances of this year's tour
  - Must provide the band with enough options to let them make suitable choices for keeping within the tour budget
- [33 statements about desired outcomes and performance criteria]*

##### Testing

- Must test an invoice
- [1 statement about testing]*

**[Task 2 Final Total = 34 statements]**

**This must be converted to a mark out of 10 using the Unit 2 Analysis Mark Boundaries for Task 2: see Section 6, below**

## 6 Task marking: the marking criteria for the 20XX Assignment

### General guidance on marking

- 6.1 All relevant documentation produced by the candidate must form part of the candidate's Assignment report.
- 6.2 Keep a brief record of any help given to candidates over and above normal teaching in the relevant section of the Candidate Record Form, available on the AQA Website. You should annotate candidates' work, where appropriate, to assist the Controlled Assessment Adviser in identifying areas where marks have been awarded. This is particularly important where a candidate has included work in an inappropriate section.
- 6.3 An electronic **Assessment Tool** is available from e-AQA for teachers to use with this Unit. The Assessment Tool accepts the mark that a teacher enters, validates it, totals the section mark for a task and calculates the average for a section (e.g. Design). The result is then transferred to a summary sheet, where it is totalled. The tool carries out any rounding that is required. Sections 6.4 to 6.6 describe the manual way of entering marks.
- 6.4 Consider the Analysis for each Task using the statements in Section 5, above, and using the Analysis Mark Boundaries on page 14, decide where the mark lies. Put the mark on the Assignment Mark Sheet available on the AQA Website.

Once the rest of the candidates' work is ready to be marked, mark each Task separately using the marking criteria on pages 14 to 17. (In the Assignment, the marks for testing plans are to be included in the assessment for Testing (not for Design). If there is more than one test, assess each separately and then record the result on the Assignment Mark Sheet.)

- 6.5 A judgement should be made on the final mark to be awarded for each section. This should be an average of the marks for the two Tasks, rounded to the nearest whole number. This mark should be transferred to the Candidate Record Form.
- 6.6 When both Tasks have been marked, a final check should be made to see that the total mark is warranted by the completed assignment as a whole.

The completed analysis work of all candidates must be collected in and retained in a secure place by the teacher or Examinations Officer. Once this has been done all candidates **must** be given a copy of the **Standard Analysis** for each Task before starting the remaining stages.

A copy of the Standard Analysis can be obtained from e-AQA where it is called the 'Unit 2 Standard Analysis Mark Grid'.

## 6.7 Submitting the Assignment to the Moderator

Teachers must complete an Assignment Mark Sheet for each candidate showing the overall mark for all seven sections ie Analysis, Design, Implementation, Testing, Self Evaluation, Report and Evaluation of others' use of ICT achieved for each of the Tasks for submission at the front of each candidate's work when submitted to the Moderator.

Teachers are asked to ensure that when the candidates' reports are submitted for moderation they are organised as follows:

### 1 Analysis Sections

This should come at the beginning of the assignment and contain the analysis of each Task in Task number order.

### 2 Other sections

For **each** Task, the candidate's work for:

- Design
- Implementation
- Testing
- Self Evaluation
- Report
- Evaluation of others' use of ICT

should be grouped together and labelled using the above numbers and titles.

When submitting work for moderation, centres are reminded that **securely fastened** work using **treasury tags** is recommended.

## 6.8 Evaluation of others' use of ICT

Candidates should only attempt to tackle 'Evaluation of others' use of ICT' when they have completed their own work. They need access to another student's printed ICT solution to use when carrying out their evaluation. The other student's ICT solution used should be appropriate to the needs of the candidate.

### Analysis - Unit 2 Analysis Mark Boundaries

Convert each candidate's score out of 32 for the Analysis sections of Task 1 and out of 34 for the Analysis sections of Task 2, respectively, into a mark out of 10										
<b>Task 1 (32 statements)</b>										
	10	9	8	7	6	5	4	3	2	1
<b>Correct</b> - in this range	32-30	29-28	27-22	21-17	16-13	12-9	8-7	6-5	4-3	2-1
<b>Task 2 (34 statements)</b>										
	10	9	8	7	6	5	4	3	2	1
<b>Correct</b> - in this range	34-33	32-30	29-24	23-18	17-13	12-9	8-7	6-5	4-3	2-1

Design (maximum of 20)	Clarification	Mark range	Task 1 mark	Task 2 mark	Average mark
There are two elements of design (planning and design choices) to mark. Mark each separately and then total the mark.					
<b>Planning</b>					
Developed a creative planned design, appropriate to the needs of the user and fit for purpose, showing how the problem is to be solved	<i>The plan is creative and ready to be consistently implemented (capable of being implemented by a 3<sup>rd</sup> party). All or almost all aspects of content, layout, formatting and functionality are covered from the desired outcomes/performance criteria in the analysis.</i>	9-10			
Developed a good planned design, with consideration of the needs of the user and mostly fit for purpose, showing how the problem is to be solved	<i>The plan is mostly ready to be implemented with few omissions (nearly capable of being implemented by a 3<sup>rd</sup> party). Most aspects of content, layout, formatting and functionality are covered.</i>	7-8			
Developed a reasonable design, showing how the problem is to be solved	<i>The plan is partially capable of being implemented by a 3<sup>rd</sup> party and covers some aspects of content, layout, formatting and functionality.</i>	5-6			
Produced a limited design, with an attempt to show how the problem is to be solved	<i>The plan is difficult to implement consistently and covers few aspects of content, layout, formatting and functionality.</i>	3-4			
Produced a very limited design, with a limited attempt to show how the problem is to be solved	<i>The plan covers very few aspects of content, layout, formatting or functionality.</i>	1-2			
Planning not tackled	<i>No evidence provided.</i>	0			
<b>Design choices</b>					
Explained in detail the design choices made showing how the design meets the needs of the user	<i>Desired outcomes/performance criteria are used to clearly explain why ICT design choices were made to meet the needs of the user. Organises information clearly and coherently.</i>	9-10			
Described the design choices made, with some reference to the needs of the user	<i>Desired outcomes/performance criteria are used to describe why most ICT design choices were made to meet the needs of the user. Mostly organises information clearly.</i>	7-8			
Stated design choices made with reference to the problem	<i>Some ICT design choices are stated in terms of the proposed solution to the problem. Shows some organisation of information.</i>	5-6			
Made limited statements of the design choices	<i>Few design choices are stated in terms of the proposed solution to the problem. Shows some organisation of information.</i>	3-4			
Made simple statements of the choices	<i>Design choices are simply stated. Shows very little organisation of information.</i>	1-2			
Design choices not tackled	<i>No evidence provided.</i>	0			
<b>TOTAL MARK for DESIGN</b>			Task 1	Task 2	Average

Implementation (maximum of 40)	Clarification	Mark range	Task 1 mark	Task 2 mark	Average mark
There are three elements of implementation to mark. Mark each separately and then total the mark. Explanation may be provided by comment on the printouts, a printed log or screenshots with supporting comments.					
<b>Skill, understanding and efficiency</b>					
Used the resources and techniques with a high level of skill, understanding and efficiency to produce a solution. Implemented all, or nearly all, changes resulting from required judgement or testing	<i>There is clear evidence of a high level of ICT skill, clear explanations to show understanding and the use of efficiency where needed. There is clear evidence of all changes made from appropriate judgements (or tests). For example (1) producing a computer model which uses an effective strategy to model different scenarios and explore alternative ideas. Asks appropriate 'what if' questions to test hypotheses and interprets results.</i>	13-15			
Used the resources and techniques with good skill, understanding and reasonable efficiency to produce a solution. Implemented most changes resulting from required judgement or testing	<i>There is evidence of good ICT skill, descriptions to show understanding and the use of efficiency in some situations. There is most evidence of changes made from suitable judgements (or tests). For example producing a computer model which uses a plan to model different scenarios and looks at alternative ideas. Asks 'what if' questions to mostly test hypotheses and interprets results.</i>	10-12			
Used the resources and techniques with some skill and understanding to produce a solution. Implemented some changes resulting from required judgement or testing	<i>There is evidence of some ICT skill, and statements which show some understanding. There is some evidence of changes made from judgements (or tests). For example producing a simple computer model which models different scenarios and tries an alternative idea. Asks 'what if' questions in an attempt to test a hypothesis and interprets a result.</i>	7-9			
Used the resources and techniques with limited skill and understanding. Implemented few changes resulting from required judgement or testing	<i>There is evidence of limited ICT skill and few statements which show limited understanding. There is little evidence of changes made from judgements (or tests). For example starting to produce a simple computer model which tries to model a different scenario or an alternative idea. Asks simple 'what if' questions in an attempt to produce results.</i>	4-6			
Used the resources and techniques with very limited skill and understanding. Implemented very few changes resulting from required judgement or testing	<i>There is evidence of very limited ICT skill and very limited understanding. There is very little evidence of changes made from judgements (or tests) where needed. For example attempts to make a simple computer model which attempts an alternative idea. Asks a very simple 'what if' question in an attempt to produce a result.</i>	1-3			
Implementation not tackled	<i>No evidence provided.</i>	0			



Evidence of solution					
Produced all, or nearly all, of the evidence of a creative and high quality solution including earlier stages of creation	<i>There is clear evidence of all or nearly all necessary key stages in the creation of a creative and high quality correct final solution(s) For example producing a high quality website which is fit for purpose and shows how all or nearly the key stages for each page were produced indicating the content, layout, formats and functionality (such as the links between pages).</i>	13-15			
Produced most of the evidence of a suitable solution including earlier stages of creation	<i>There is evidence of most key stages in the creation of a suitable correct final solution(s) For example producing a suitable website which is mostly fit for purpose and shows how most of the key stages for each page were produced indicating most of the content, layout, formats and functionality (such as the links between pages).</i>	10-12			
Produced some evidence of a mostly correct solution including earlier stages of creation	<i>There is evidence of some key stages in the creation of a mostly correct final solution(s) For example producing a website which is mostly correct and shows how some of the key stages for each page were produced indicating some of the content, layout, formats and functionality (such as the links between pages).</i>	7-9			
Produced limited evidence of a partially correct solution including at least one earlier stage of creation	<i>There is evidence of few stages in the creation of a partly correct final solution(s) For example producing a website which is partially correct and shows how a few stages for each page were produced indicating a small amount of the content, layout, formats or functionality (such as the links between pages).</i>	4-6			
Produced very limited evidence of parts of a solution	<i>There is very limited evidence of work towards parts of a final solution(s) For example producing limited evidence of some pages in a website.</i>	1-3			
No evidence provided	<i>No evidence provided.</i>	0			
Annotation					
Work is effectively annotated to clearly explain how the solution was produced	<i>Clear explanations effectively show how each key stage in the creation of the solution was produced using ICT terms where needed. Uses a form and style of writing appropriate to purpose and content.</i>	9-10			
Work is clearly annotated to describe how the solution was produced	<i>Descriptions show how most key stages in the creation of the solution were produced using ICT terms where needed. Uses a form and style of writing mostly appropriate to purpose and content.</i>	7-8			
Work is mostly annotated to state how the solution was produced	<i>Statements about how parts of the solution were produced using some ICT terms where needed. Uses a form and style of writing which is sometimes appropriate to purpose and content.</i>	5-6			
Limited annotation is present to state what has been produced	<i>Few statements about what has been produced using few ICT terms where needed. Uses a form and style of writing which is partially appropriate to purpose and content.</i>	3-4			
Very limited annotation which makes some reference to what has been produced	<i>Very few statements about what was to be done next using very few ICT terms where needed. Writing shows little appropriateness to purpose and content.</i>	1-2			
No evidence provided	<i>No evidence provided.</i>	0			
<b>TOTAL MARK for IMPLEMENTATION</b>			Task 1	Task 2	Average

Testing (maximum of 10)	Clarification	Mark range	Task 1 mark	Task 2 mark	Average mark
There are two elements of testing (testing plan and testing evidence) to mark. Mark each separately and then total the mark.					
<b>Testing plan</b>					
An effective testing plan is designed, which: identified all or nearly all data used to check the problem; identified all or nearly all expected results	<i>The testing plan is clear, complete and technically accurate. It includes test data and expected results required, which are appropriately identified.</i>	5			
A reasonable testing plan is designed, which: identified most data used to check the problem; identified most expected results	<i>The testing plan is reasonable and mostly technically accurate. It includes most of the test data and expected results required, which are identified.</i>	4			
A limited testing plan is designed, which: identified some data used to check the problem identified some expected results	<i>The testing plan is technically accurate in places. It includes some of the test data and expected results required, which are mostly identified.</i>	3			
Partial planning of some testing is present, which: identified either very little data to be used to check the problem OR included very limited expected results	<i>The testing plan includes few of the test data and expected results required.</i>	2			
Partial planning of very little testing which shows a very limited testing plan is present	<i>There is a limited attempt at a test plan with very few elements of test data or expected results.</i>	1			
No testing plan is provided	<i>There is no evidence provided.</i>	0			
<b>Testing evidence</b>					
Tested against a correct testing plan, producing a full record of results which are clearly checked Explained changes needed (if any)	<i>There is referenced evidence that each result has been checked against the testing plan and a clear record of the checking is produced, correcting any mistakes encountered (if any).</i>	5			
Tested against a correct testing plan, in most cases producing a record of results which are reasonably checked Described most changes needed (if any)	<i>There is referenced evidence that most results have been checked against the testing plan and a partial record of the checking is produced, correcting most mistakes encountered (if any).</i>	4			
Attempted to test against a testing plan, in some cases producing a record of results Stated some changes needed (if any)	<i>There is evidence that the test results have been produced, correcting some mistakes encountered (if any).</i>	3			
Made a limited attempt to test, without reference to a testing plan Attempted to state few changes needed (if any)	<i>There is some testing evidence but not referenced to any testing plan, attempting to correct few mistakes encountered (if any).</i>	2			
Made a very limited attempt to test, without reference to a testing plan	<i>There is little testing evidence which is not referenced to a testing plan.</i>	1			
Testing is not tackled	<i>There is no evidence provided.</i>	0			
<b>TOTAL MARK for TESTING</b>			Task 1	Task 2	Average

<b>Self Evaluation (maximum of 8)</b>	<b>Clarification</b>	<b>Mark range</b>	<b>Task 1 mark</b>	<b>Task 2 mark</b>	<b>Average mark</b>
Comparison with desired outcomes/performance criteria					
Presented a high quality evaluation clearly discussing the effectiveness of the solution in some cases, with reference to the desired outcomes/performance criteria	<i>There is a clear discussion of some of the desired outcomes/performance criteria and confirmation that the majority were produced. Uses text in which accurate Spelling, Punctuation and Grammar make sure the meaning is clear.</i>	7-8			
Presented an effective evaluation describing the effectiveness of the solution in some cases, with reasonable reference to the desired outcomes/performance criteria	<i>There is a description of the effectiveness of some of the desired outcomes/performance criteria (OR a discussion of a few of them) and confirmation that the majority were produced. Uses text in which mostly accurate Spelling, Punctuation and Grammar make the meaning clear.</i>	5-6			
Presented a reasonable evaluation making some reference to the desired outcomes/performance criteria in stating how the solution was produced	<i>There are statements of how most of the desired outcomes/performance criteria were produced (OR a description of the effectiveness of a few of them and confirmation that the majority were produced). Uses text in which there is some accurate Spelling, Punctuation and Grammar to make the meaning sometimes clear.</i>	3-4			
Presented a limited evaluation making limited reference to the desired outcomes/performance criteria in stating that a solution has been produced	<i>There are statements that most of the desired outcomes/performance criteria were produced. Only basic use of Spelling, Punctuation and Grammar.</i>	1-2			
Evaluation not tackled	<i>There is no evidence provided.</i>	0			
<b>MAXIMUM MARK for SELF EVALUATION</b>			Task 1	Task 2	Average

<b>Report (maximum of 6)</b>	<b>Clarification</b>	<b>Mark range</b>	<b>Task 1 mark</b>	<b>Task 2 mark</b>	<b>Average mark</b>
Clearly presented a high quality report explaining issues involved and making suitable recommendations	<i>There is a clear explanation of ICT issues involved, leading to suitable recommendations being deduced from them. Organises information clearly and coherently.</i>	5-6			
Presented a reasonable report describing issues involved and making reasonable suggestions	<i>There are descriptions of ICT issues involved, with reasonable suggestions being made. Mostly organises information.</i>	3-4			
Presented a limited report stating issues and making at least one limited suggestion	<i>There are statements of ICT issues with limited suggestions being made. Shows very little organisation of information.</i>	1-2			
Report not tackled	<i>There is no evidence provided.</i>	0			
<b>MAXIMUM MARK for REPORT</b>			Task 1	Task 2	Average

Evaluation of others' use of ICT (maximum of 6)	Clarification	Mark range	Task 1 mark	Task 2 mark	Average mark
Presented a high quality evaluation which makes effective comments about another student's ICT solution as a whole. Effective improvements are recommended to improve the quality of their own work in future	<i>The evaluation focuses on why the ICT solution is effective and makes positive recommendations for self improvement. Uses text in which accurate Spelling, Punctuation and Grammar make sure the meaning is clear.</i>	5-6			
Presented an effective evaluation which makes reasonable comments about another student's ICT solution as a whole. Reasonable improvements are suggested to improve the quality of their own work in future	<i>The evaluation describes why the ICT solution is reasonable and makes suggestions for self improvement. Uses text in which mostly accurate Spelling, Punctuation and Grammar make the meaning clear.</i>	3-4			
Presented a limited evaluation which makes limited comments about another student's ICT solution. Limited improvements are suggested which may improve the quality of work	<i>There are limited statements about the ICT solution and limited suggestions for improvement. Uses text in which there are instances of Spelling, Punctuation and Grammar inaccuracies without making the meaning clear.</i>	1-2			
Evaluation of others' use of ICT not tackled	<i>There is no evidence provided.</i>	0			
<b>MAXIMUM MARK for EVALUATION OF OTHERS' USE OF ICT</b>			Task 1	Task 2	Average

## 7 Guidance on Controlled Assessment

7.1 These confidential Teachers' Notes contain both instructions and guidance about conducting and marking Unit 2, The Assignment. Further information about the standardising of teachers, moderation and other matters relating to Unit 2 can be found in the specification.

Every September each centre will be assigned a Controlled Assessment Adviser who will be available to assist teachers with any centre-specific matters relating to Unit 2. Contact details of Advisers will be provided when you inform us that you are to use the specification.

### 7.2 Controlled Assessment for Unit 2

Controlled Assessment is a form of internal assessment where the control levels for each stage of the assessment process (task setting, task taking and task marking) have been defined by QCDA and must be met by all Awarding Bodies. The control levels which must be applied to GCSE ICT are:

- Task Setting: High
- Task Taking: Medium
- Task Marking: Medium.

What these levels of control mean for both you and your candidates is explained in these Teachers' Notes under the titles **Controlled Assessment Task Taking** (Section 7.3) and **Task Marking** (Sections 5 and 6).

Teachers' Standardising Meetings will be held each year to discuss the Assignment, its conduct and marking. If you have queries, you are encouraged to contact us using *Ask AQA for Teachers* on the AQA Website for further clarification. Each centre will also be assigned a Controlled Assessment Adviser who will be available to assist centres with any centre-specific matters relating to Unit 2. Details will be provided when AQA knows which centres are following the specification.

### 7.3 Controlled Assessment: Task Taking

Controls in relation to the taking of a task can be specified in a number of areas.

#### 7.3.1 Authentication

It is essential that teachers are able to confirm that the work submitted by each candidate is their own unaided work. To ensure that this can be done, all work, with the exception of research, must be completed under **informal supervision**.

Informal supervision means that teachers must ensure that

- in cases of collaborative work, the contributions of individual candidates are recorded accurately
- plagiarism does not take place
- work can be authenticated as the candidate's own, and
- sources used by candidates are clearly recorded and acknowledged.

In practice, what does this mean? Candidates do not need to be under the direct supervision of teaching staff at all times, but it is expected that the majority of work undertaken by the candidate and which is submitted for assessment will be carried out in the classroom (read classroom or 'computer room' throughout). This is so that the teacher is able to state with confidence that the work being submitted by the candidate has not been plagiarised or downloaded, without acknowledgement, from an Internet site.

It may be the case that the candidate needs to complete some work outside the classroom environment (for example, as part of a homework task). This is acceptable provided that the teacher has supervised the candidate in carrying out a significant proportion of this work in the classroom and is happy that the quality of work subsequently submitted is of an identical standard as that seen in the classroom. In short, it is the responsibility of the teacher to be able to authenticate that the work submitted is solely that of the candidate concerned.

There may be instances where candidates wish to word process parts of their work but resources within the centre do not permit a whole class to do this. Provided that the teacher has supervised the candidate whilst they have drafted their work in class, it would be acceptable for this candidate to word process the work outside the classroom environment. The draft version would need to be submitted together with the word processed version and it would be the responsibility of the teacher to authenticate that the work submitted for assessment (word processed version) is in line with the work carried out in class.

On occasion, when work is conducted away from the classroom, this must be clearly documented by the teacher on the Candidate Record Form. There may be occasions when circumstances require that some work cannot be carried out in the classroom. For example, a candidate may run out of time in a lesson and wish to finish off some design planning work at home. Provided that the teacher has supervised the majority of the work carried out in the classroom, it is permissible for the candidate to take this work home in order to complete the task. The teacher will then, of course, need to inspect the product to ensure that the quality of work carried out at home is consistent with the quality of work seen in the classroom. Clearly, it is not permissible for a candidate to carry out a significant part of the work outside the classroom as this would not allow the teacher to authenticate this work.

There may also be occasions when a candidate has not completed all aspects of the work e.g. for health and safety reasons. Where this is the case or, indeed, in any instance where there has been some third party assistance, this must be clearly documented on the Candidate Record Form and, of course, ***the candidate cannot be credited for work that they themselves have not done*** or been involved in producing.

If a teacher has any doubts about the authenticity of work that has been completed at home they may choose to ask the candidate to complete the same work again in the classroom or question the candidate about the content/nature of the work undertaken.

### 7.3.2 Research

Research, which may also include practical research, may be completed under **limited supervision**. This means that, whilst candidates can carry out research at home (using the Internet, etc) any material collected or produced as a consequence will not contribute directly to assessable outcomes. The candidate could gather the necessary research material related to a particular project and then analyse this research under informal supervision conditions. It is this analysis and selection of suitable research material, ***completed under informal supervision***, which will count towards the candidate's assessable outcome. For the GCSE in ICT we are keen to ensure that candidates avoid the temptation to include significant amounts of unnecessary research material and, instead, seek to encourage them to be more focussed in their selection of relevant research.

### 7.3.3 Feedback to candidates

Candidates are free to revise and redraft a piece of work before submitting the final piece. Teachers can review draft work and provide **generic advice** to ensure that the work is appropriately focussed, but whilst candidates may be guided as to the approach they may wish to adopt, the outcome must remain their own. The advice can be provided in either oral or written form and can be used to evaluate progress to date and propose suggested **broad** areas for improvement. It is **not** permissible, however, to provide advice on **specific** improvements to meet the criteria, give detailed feedback on errors or omissions, or to indicate how **specific** improvements to presentation or content can be made.

A clear distinction must be drawn between providing feedback to candidates as part of work in progress and reviewing work once it has been submitted by the candidate for final assessment. Once work is submitted for final assessment it may not be revised. Having reviewed a piece of work that has been submitted for final assessment, therefore, it is not acceptable for teachers to give, either to individual candidates or to groups, detailed advice and suggestions as to how the work may be improved in order to meet the marking criteria.

Any support or feedback given to individual candidates **which has not been provided to the class as a whole** must be clearly recorded on the Candidate Record Forms.

### 7.3.4 Time limits

It is recommended that candidates should spend approximately 25 hours on their controlled assessment tasks for Unit 2. It is not expected that this time should be monitored or recorded by teachers but candidates should be encouraged not to exceed this approximate time allocation. It is expected that candidates will be selective in their choice of material to include in their Assignment, will be mindful of the approximate time allocated to it and manage this time appropriately.

### 7.3.5 Use of resources

Candidates are permitted to use those resources as provided by the centre. If there are any candidates that require the use of any special equipment, the Examinations Officer should contact AQA's Exams Office Support for guidance.

## 7.4 Contextualisation of the AQA Tasks

A high level of control for task setting is required by the QCA Controlled Assessment criteria. This means that AQA must set the tasks for Unit 2. However, centres are permitted to contextualise one or more tasks if an element of a task needs to be changed to meet the availability of and access to an individual centre's resources.

If an amendment is needed, centres must first contact their Controlled Assessment Advisor **before** candidates start work as their work may not be acceptable unless the amendment is accepted by us. Centres must provide details as to why it is felt the task need to be contextualised. Advice on this matter from the Controlled Assessment Advisor must be obtained in writing and must be submitted together with the Unit 2 work when requested for moderation. We reserve the right to reject any proposals which would significantly change the nature of a task and so give undue advantage or disadvantage to candidates.

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## ANNEX

### General Solutions 1 (Implementation)

This section provides the **skeletal answers** (ie 'final' answer) **only** and is to help you, as the teacher, determine whether candidates have produced a correct solution. The quality of implementation must be taken into account when assessing, in line with the assessment criteria given. Candidates should be encouraged at all stages to provide explanations of the processes and outcomes as they are developed.

There should be enough material available during assessment and moderation so that the teacher and the moderator can see the development of the assignment. It should **not** just comprise the production of the final page(s). There should be enough evidence of the stages of creation of the solution to support the mark awards.

The details on the following pages are a framework for the tasks involved and are given in order to show the scope of each task. They are not definitive solutions and would **not** gain full marks as given. Candidates' work must be of sufficient quality to justify the marks given, especially in terms of explanations.

Implementation should show appropriate stages of development and explain **how** they were achieved.



Task 1 – Website

(1-1) Home page (example)

(1-2) Membership page (example)

## (1-3) Music downloads page (example)




## Music Downloads

[Home](#)   [Membership](#)   [Music Downloads](#)   [Best Sellers](#)

Friend 4 Life	3 minutes
I Spun A Web Round U	2 minutes 50 seconds
Purple Phase	2 minutes 10 seconds
Worrying Is 4 The Old	2 minutes 50 seconds
You Don't Know Me	2 minutes 40 seconds

People who illegally download music will be **cut off** from the Internet.  
 Your Internet Service Provider will be legally required to take action **against you**.  
 Downloading without paying **prevents** groups from getting their income  
 - so they may have to **stop** recording


## (1-4) (Other pages - eg Best sellers page: an example of another page introduced by a candidate)




## Best Sellers

[Home](#)   [Membership](#)   [Music Downloads](#)   [Best Sellers](#)

Here are two of our best selling items of merchandise



**Baseball cap**  
(child and adult sizes and in various colours)  
from £8



**T-shirt**  
(various sizes and colours)  
from £10

You will be able to buy these directly from the Fan Club store soon

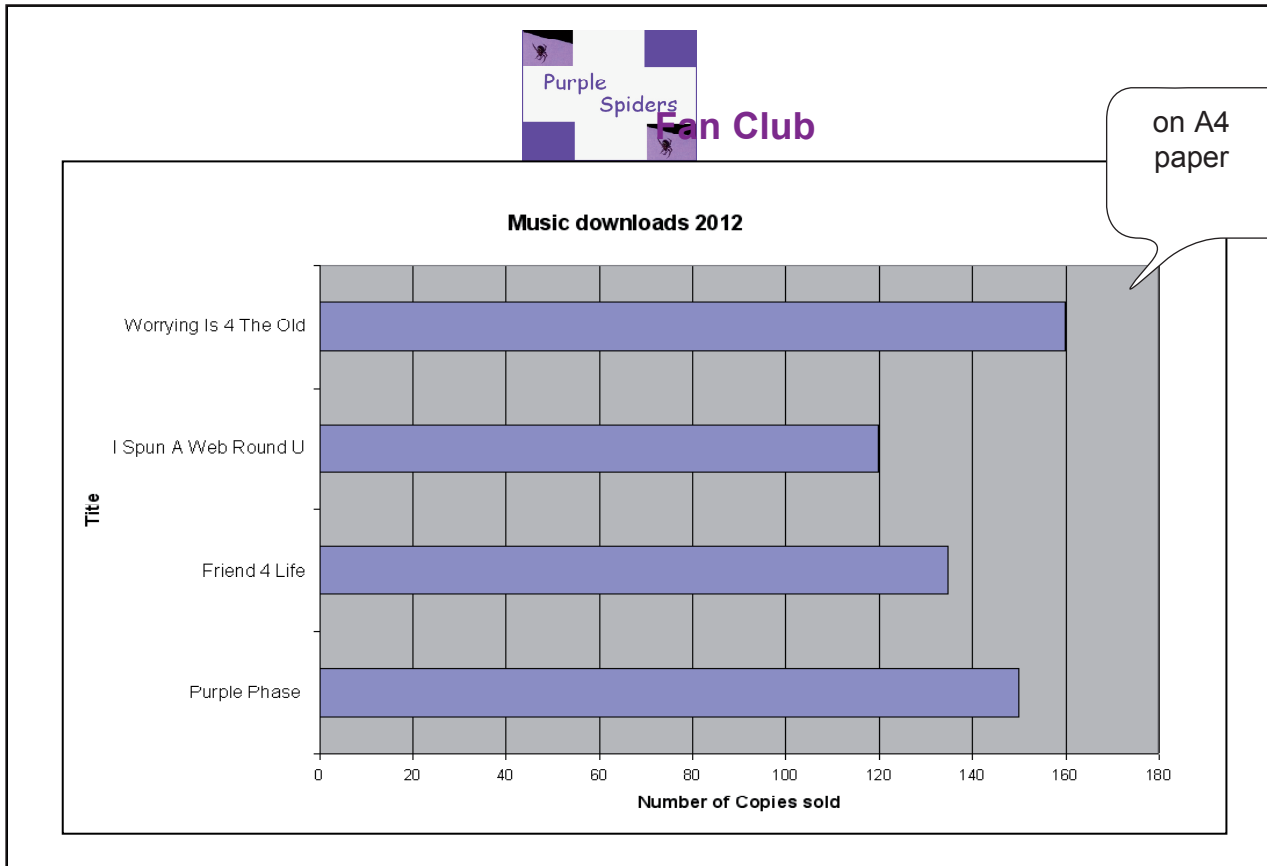
**Task 2 – Music Downloads System**

**(2-1) Music downloads sorted in order of Year released – candidate decided to show the highest copies sold first so sorted in descending order (example)**

Music code	Title	Time	Year released	Price	Copies sold
109	Worrying Is 4 The Old	2 minutes 50 seconds	2012	0.99	160
110	You Are Never Too Old	2 minutes 20 seconds	2011	0.79	152
104	Purple Phase	2 minutes 10 seconds	2012	0.99	150
105	Friend 4 Life	3 minutes	2012	0.99	135
113	Never There	2 minutes 10 seconds	2011	0.79	129
108	I Spun A Web Round U	2 minutes 50 seconds	2012	0.99	120
106	Walk With Me	2 minutes 15 seconds	2011	0.79	120
112	Mother's Day Now	2 minutes 45 seconds	2011	0.79	117
100	Spider's Web	2 minutes 10 seconds	2011	0.79	110
101	Jay's Walk	2 minutes 15 seconds	2011	0.79	105
107	Traffic Light Signals	2 minutes 20 seconds	2011	0.79	92
102	Can't Wait Till Saturday	2 minutes	2010	0.79	81
103	Purple Reign	2 minutes 30 seconds	2011	0.79	75
115	Start	3 minutes 25 seconds	2010	0.79	70
114	Don't Ask 4 Help	2 minutes 25 seconds	2010	0.79	45
111	I Saw You	2 minutes 15 seconds	2010	0.79	39

on A4 paper


**(2-2) Graph of the music download tracks for 2012 to show the number of copies sold (example)**



on A4 paper

**(2-3) List of Music downloads sorted in ascending order of Music code (example)**

<b>Music code</b>	<b>Title</b>	<b>Time</b>	<b>Year released</b>	<b>Price</b>	<b>Copies sold</b>
100	Spider's Web	2 minutes 10 seconds	2011	0.79	110
101	Jay's Walk	2 minutes 15 seconds	2011	0.79	105
102	Can't Wait Till Saturday	2 minutes	2010	0.79	81
103	Purple Reign	2 minutes 30 seconds	2011	0.79	75
104	Purple Phase	2 minutes 10 seconds	2012	0.99	150
105	Friend 4 Life	3 minutes	2012	0.99	135
106	Walk With Me	2 minutes 15 seconds	2011	0.79	120
107	Traffic Light Signals	2 minutes 20 seconds	2011	0.79	92
108	I Spun A Web Round U	2 minutes 50 seconds	2012	0.99	120
109	Worrying Is 4 The Old	2 minutes 50 seconds	2012	0.99	160
110	You Are Never Too Old	2 minutes 20 seconds	2011	0.79	152
111	I Saw You	2 minutes 15 seconds	2010	0.79	39
112	Mother's Day Now	2 minutes 45 seconds	2011	0.79	117
113	Never There	2 minutes 10 seconds	2011	0.79	129
114	Don't Ask 4 Help	2 minutes 25 seconds	2010	0.79	45
115	Start	3 minutes 25 seconds	2010	0.79	70



on A4  
paper

**(2-4) Formulae and functions used for the invoice (example)**

	A	B	C	D
1				
2				
3				
4				
5				
6				
7				
8				
9				
10		Customer		Date
11				
12				
13		<b>=tracks!A1</b>	<b>=tracks!B1</b>	<b>=tracks!C1</b>
14		=IF (B14>0,VLOOKUP(B14,tracks!A2:E17,2),"")	=IF (B14>0,VLOOKUP(B14,tracks!A2:E17,2),"")	=IF (B14>0,VLOOKUP(B14,tracks!A2:E17,3),"")
15		=IF (B15>0,VLOOKUP(B15,tracks!A2:E17,2),"")	=IF (B15>0,VLOOKUP(B15,tracks!A2:E17,2),"")	=IF (B15>0,VLOOKUP(B15,tracks!A2:E17,3),"")
16		=IF (B16>0,VLOOKUP(B16,tracks!A2:E17,2),"")	=IF (B16>0,VLOOKUP(B16,tracks!A2:E17,2),"")	=IF (B16>0,VLOOKUP(B16,tracks!A2:E17,3),"")
17		=IF (B17>0,VLOOKUP(B17,tracks!A2:E17,2),"")	=IF (B17>0,VLOOKUP(B17,tracks!A2:E17,2),"")	=IF (B17>0,VLOOKUP(B17,tracks!A2:E17,3),"")
18		=IF (B18>0,VLOOKUP(B18,tracks!A2:E17,2),"")	=IF (B18>0,VLOOKUP(B18,tracks!A2:E17,2),"")	=IF (B18>0,VLOOKUP(B18,tracks!A2:E17,3),"")
19		=IF (B19>0,VLOOKUP(B19,tracks!A2:E17,2),"")	=IF (B19>0,VLOOKUP(B19,tracks!A2:E17,2),"")	=IF (B19>0,VLOOKUP(B19,tracks!A2:E17,3),"")
20		=IF (B20>0,VLOOKUP(B20,tracks!A2:E17,2),"")	=IF (B20>0,VLOOKUP(B20,tracks!A2:E17,2),"")	=IF (B20>0,VLOOKUP(B20,tracks!A2:E17,3),"")
21		=IF (B21>0,VLOOKUP(B21,tracks!A2:E17,2),"")	=IF (B21>0,VLOOKUP(B21,tracks!A2:E17,2),"")	=IF (B21>0,VLOOKUP(B21,tracks!A2:E17,3),"")
22		=IF (B22>0,VLOOKUP(B22,tracks!A2:E17,2),"")	=IF (B22>0,VLOOKUP(B22,tracks!A2:E17,2),"")	=IF (B22>0,VLOOKUP(B22,tracks!A2:E17,3),"")
23		=IF (B23>0,VLOOKUP(B23,tracks!A2:E17,2),"")	=IF (B23>0,VLOOKUP(B23,tracks!A2:E17,2),"")	=IF (B23>0,VLOOKUP(B23,tracks!A2:E17,3),"")
24				
25				
26				

	E	F	G	H
1				
2				
3				
4				
5				
6				
7	admin@PurpleSpiders.co.uk			
8	01762 457233			
9				
10	<b>=TODAY()</b>			
11				
12				
13	<b>=tracks!D1</b>	<b>=tracks!E1</b>		
14	=IF (B14>0,VLOOKUP(B14,tracks!A2:E17,4),"")	=IF (B14>0,VLOOKUP(\$B14,tracks!\$A\$2:\$E\$17,5),"")		
15	=IF (B15>0,VLOOKUP(B15,tracks!A2:E17,4),"")	=IF (B15>0,VLOOKUP(\$B15,tracks!\$A\$2:\$E\$17,5),"")		
16	=IF (B16>0,VLOOKUP(B16,tracks!A2:E17,4),"")	=IF (B16>0,VLOOKUP(\$B16,tracks!\$A\$2:\$E\$17,5),"")		
17	=IF (B17>0,VLOOKUP(B17,tracks!A2:E17,4),"")	=IF (B17>0,VLOOKUP(\$B17,tracks!\$A\$2:\$E\$17,5),"")		
18	=IF (B18>0,VLOOKUP(B18,tracks!A2:E17,4),"")	=IF (B18>0,VLOOKUP(\$B18,tracks!\$A\$2:\$E\$17,5),"")		
19	=IF (B19>0,VLOOKUP(B19,tracks!A2:E17,4),"")	=IF (B19>0,VLOOKUP(\$B19,tracks!\$A\$2:\$E\$17,5),"")		
20	=IF (B20>0,VLOOKUP(B20,tracks!A2:E17,4),"")	=IF (B20>0,VLOOKUP(\$B20,tracks!\$A\$2:\$E\$17,5),"")		
21	=IF (B21>0,VLOOKUP(B21,tracks!A2:E17,4),"")	=IF (B21>0,VLOOKUP(\$B21,tracks!\$A\$2:\$E\$17,5),"")		
22	=IF (B22>0,VLOOKUP(B22,tracks!A2:E17,4),"")	=IF (B22>0,VLOOKUP(\$B22,tracks!\$A\$2:\$E\$17,5),"")		
23	=IF (B23>0,VLOOKUP(B23,tracks!A2:E17,4),"")	=IF (B23>0,VLOOKUP(\$B23,tracks!\$A\$2:\$E\$17,5),"")		
24	<b>TOTAL</b>	<b>=SUM(F14:F23)</b>		
25				
26				

## (2-5) Invoice for James Jones (example)

**Purple Spiders**

# Invoice

admin@PurpleSpiders.co.uk  
01762 457233.

Customer James Jones Date 28/06/2009

Music code	Title	Time	Year released	Price
100	Spider's Web	2 minutes 10 seconds	2011	£0.79
105	Friend 4 Life	3 minutes	2012	£0.99
107	Traffic Light Signals	2 minutes 20 seconds	2011	£0.79
<b>TOTAL</b>				<b>£2.57</b>

## (2-6) Showing that I kept my invoice as a separate worksheet (example)

Task 2 v2.5.xls

	A	B	C	D	E	F	G	H
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								
12								
13								
14								
15								
16								
17								
18								
19								
20								
21								
22								
23								
24								
25								
26								
27								

Invoice / tracks /

on A4 paper

## (2-7) Showing my invoice linked to a page in the website (example)



The screenshot displays a website page with a yellow background. At the top center is the 'Purple Spiders' logo. Below it, the word 'Invoice' is written in a large purple font. A dark purple navigation bar contains links for 'Home', 'Membership', 'Music downloads', 'Best sellers', and 'Invoice'. The main content area is enclosed in a black border and contains the following information:

**Invoice**

[admin@PurpleSpiders.co.uk](mailto:admin@PurpleSpiders.co.uk)  
01762 457233

Customer James Jones Date 07/09/2009

Music code	Title	Time	Year released	Price
100	Spider's Web	2 minutes 10 seconds	2011	£0.79
105	Friend 4 Life	3 minutes	2012	£0.99
107	Traffic Light Signals	2 minutes 20 seconds	2011	£0.79

**TOTAL £2.57**

## General Solutions 2 (Testing)

This section gives the **skeletal test evidence only**.

### Testing evidence for Task 1

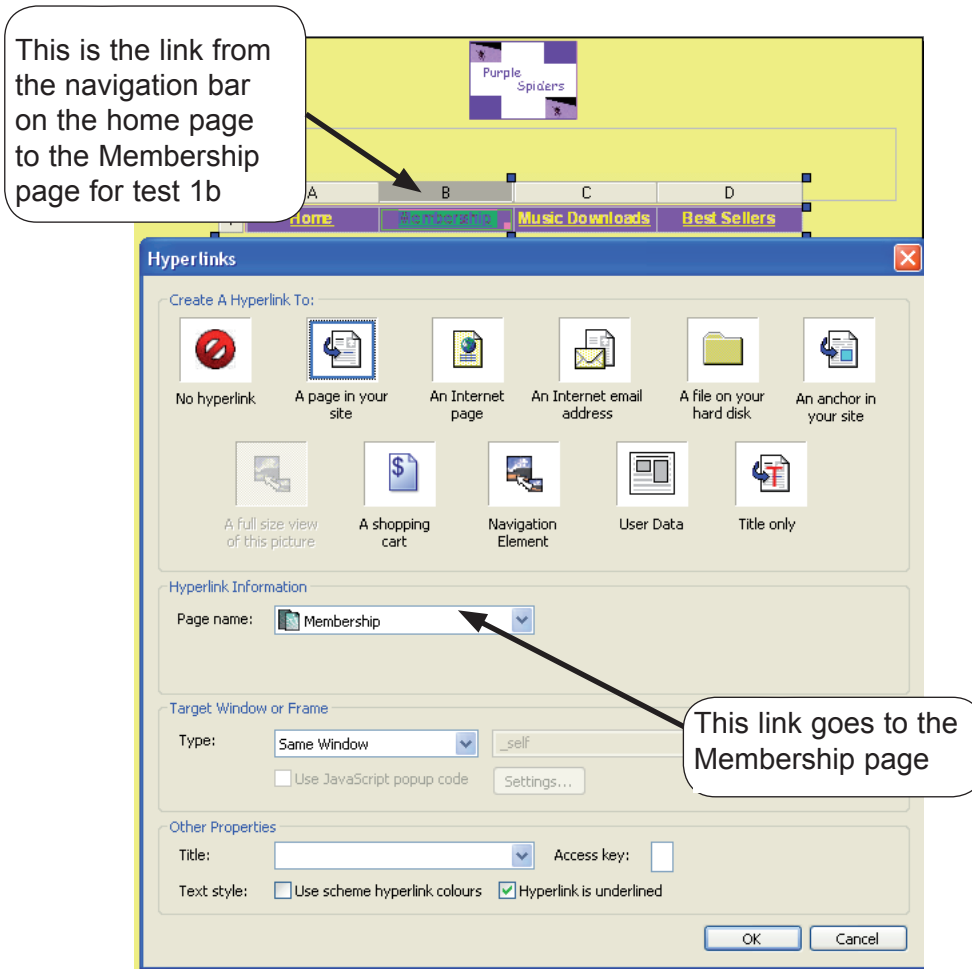
#### (1-1) Task 1 Testing Plan: example of testing navigation bar hyperlinks (Testing plan completed)

There is one test to carry out for all the links in the navigation bar on a page.

I am testing the navigation bar on the home page.

Test part	What is being tested	Test data/Action	Expected result	Actual result
1a	Hyperlink from home page to the home page	From home page click on the text 'Home' in navigation bar	It goes to the home page	It went to the home page
1b	Hyperlink from home page to the Membership page	From home page click on the text 'Membership' in navigation bar	It goes to the Membership page	It went to the Membership page
1c	Hyperlink from home page to the Music downloads page	From home page click on the text 'Music Downloads' in navigation bar	It goes to the Music downloads page	It went to the Music downloads page
1d	Hyperlink from home page to the Best sellers page	From home page click on the text 'Best Sellers' in navigation bar	It goes to the Best Sellers page	It went to the Best Sellers page



**(1-2) Task 1 Test 1b evidence**

Similar evidence is expected for the other links (1a, 1c and 1d) in the navigation bar.

## Testing evidence for Task 2

### (2-1) Task 2: example of testing the invoice

Planning a test for Katrina Zinski who has ordered the following five tracks

Testing plan			
Test	Test data	Expected results for title, time, year released	Price
1	102	Can't Wait Till Saturday, 2 minutes, 2010	£0.79
2	106	Walk With Me, 2 minutes 15 seconds, 2011	£0.79
3	109	Worrying Is 4 The Old, 2 minutes 50 seconds, 2012	£0.99
4	112	Mother's Day Now, 2 minutes 45 seconds, 2011	£0.79
5	114	Don't Ask 4 Help, 2 minutes 25 seconds, 2010	£0.79
6		Total cost	£4.15

### (2-2) Task 2: Testing evidence

	A	B	C	D	E	F	G
1							
2							
3							
4							
5							
6							
7							
8							
9							
10			Katrina Zinski				
11							
12							
	Music code	Title	Time	Year released	Price		
14	102	Can't Wait Till Saturday	2 minutes	2010	£0.79		
15	106	Walk With Me	2 minutes 15 seconds	2011	£0.79		
16	109	Worrying Is 4 The Old	2 minutes 50 seconds	2012	£0.99		
17	112	Mother's Day Now	2 minutes 45 seconds	2011	£0.79		
18	114	Don't Ask 4 Help	2 minutes 25 seconds	2010	£0.79		
19		#N/A	#N/A	#N/A	#N/A		
20		#N/A	#N/A	#N/A	#N/A		
21		#N/A	#N/A	#N/A	#N/A		
22		#N/A	#N/A	#N/A	#N/A		
23		#N/A	#N/A	#N/A	#N/A		
24				TOTAL	£4.15		

END OF TEACHERS' NOTES

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