



## **General Certificate of Education**

# **Information and Communication Technology 6521**

**ICT4          Information Systems within  
Organisations**

## **Report on the Examination**

*2008 examination – June series*

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## **General**

There were some very good answers to all questions in this session's ICT4 paper. The majority of candidates attempted all questions and many showed good knowledge and understanding. In questions where an example is given in the stem to aid the candidate, there were a few candidates who then went on to re-offer the same example as an answer. This demonstrates either carelessness or rote learning when they are unable to remove the answer from a remembered list.

### **Question 1**

The majority of candidates scored at least 2 of the 4 marks available. Some candidates gave personal qualities rather than team characteristics. Others gave descriptions of how a team should perform, rather than giving the characteristic.

### **Question 2**

Most candidates scored marks on this question and many were able to give 3 factors that would contribute to a successful ICT development, without always being able to say why the factor was important. A few candidates could only offer factors that contributed to the failure of a development.

### **Question 3**

This question is about how an organisation is going to approach the use of ICT and Information systems in the future, not about any one system. Many candidates could address some of the factors given at the right level, gaining marks, but found difficulty with keeping all of their discussion at the strategic viewpoint.

### **Question 4**

Many candidates confused the "Why" in part (a) with the "What" in part (b), but most gained at least 1 of the 2 marks. Part (b) was answered well by the majority of candidates, with some not addressing why a particular topic was included in the Code of Practice for students. Most candidates scored at least 1 mark in part (c) with many getting higher marks for appreciating the differences in rules for students and rules for school employees.

### **Question 5**

This question was answered well by the vast majority of candidates who recognised the Management of change topic and most could identify how the changes identified may affect the employees of the organisation. A few had trouble identifying the possible changes, however marks were gained for identifying various effects on the employees as a result of change.

### **Question 6**

Part (a) of this question on data capture methods was misinterpreted as data collection or gathering methods by a substantial number of candidates, which caused them to miss out on available marks. Those who did interpret the question correctly often did not use the correct terminology for the method, offering the data capture device instead. Some failed to include a description of the method and many did not give a reason for choosing the method. In part (b), many candidates understood that this was asking for 2 different verification methods, for example sight verification or double-entry verification, gaining up to 4 marks, whilst others mistakenly offered validation, which does not ensure that data is entered accurately.

### **Question 7**

For the training methods in part (a), many candidates could offer sensible suggestions for each of the (groups of) people given. The majority were able to offer either a good description of the method, or a good justification for suggesting that method, but few were able to do both. Some wide ranging justifications were seen and, if not too outlandish, gained credit.

For the support system for the school, the candidates who realised that this would have to be a discussion about different methods and their suitability gained high marks. Those who thought that a system meant just one support method restricted the marks available. Good exam technique would suggest that a range of methods would be needed; in fact most candidates would be expected to have experienced a range themselves – a school technician, help functions within the packages they use, user manuals or guide sheets available in the classroom and so on. However, many candidates scored at least half of the marks available.

### **Question 8**

When assessing the essay question, depth of knowledge was allowed for as well as breadth. Thus there were many high-scoring candidates who could show their in-depth knowledge of some of the legislation covering ICT aspects and how having to comply with this legislation affects the way that organisations run their operations.

A few candidates did not point out that the Data Protection Act covers only personal data. Health and Safety legislation was mostly covered well, with candidates identifying the ergonomic work place as being important to ICT use, although some went into general Safety aspects that apply to any work situation. There was some repetition of points made and some candidates were not clear on what implications the Computer Misuse and/or the Software Copyright and licensing legislation would have within organisations.

There were some good general points made, although some candidates could only see negative implications on costs and lack of freedom from having legislative restrictions.

The essays were mostly structured quite well and some good planning was evident. Candidates need to make sure that their writing is legible and their spelling is accurate. An occasional slip is forgiven, but many misspelt words will cost a quality of written communication mark.

## **Mark Ranges and Award of Grades**

Grade boundaries and cumulative percentage grades are available on the [Results statistics](#) page of the AQA Website.