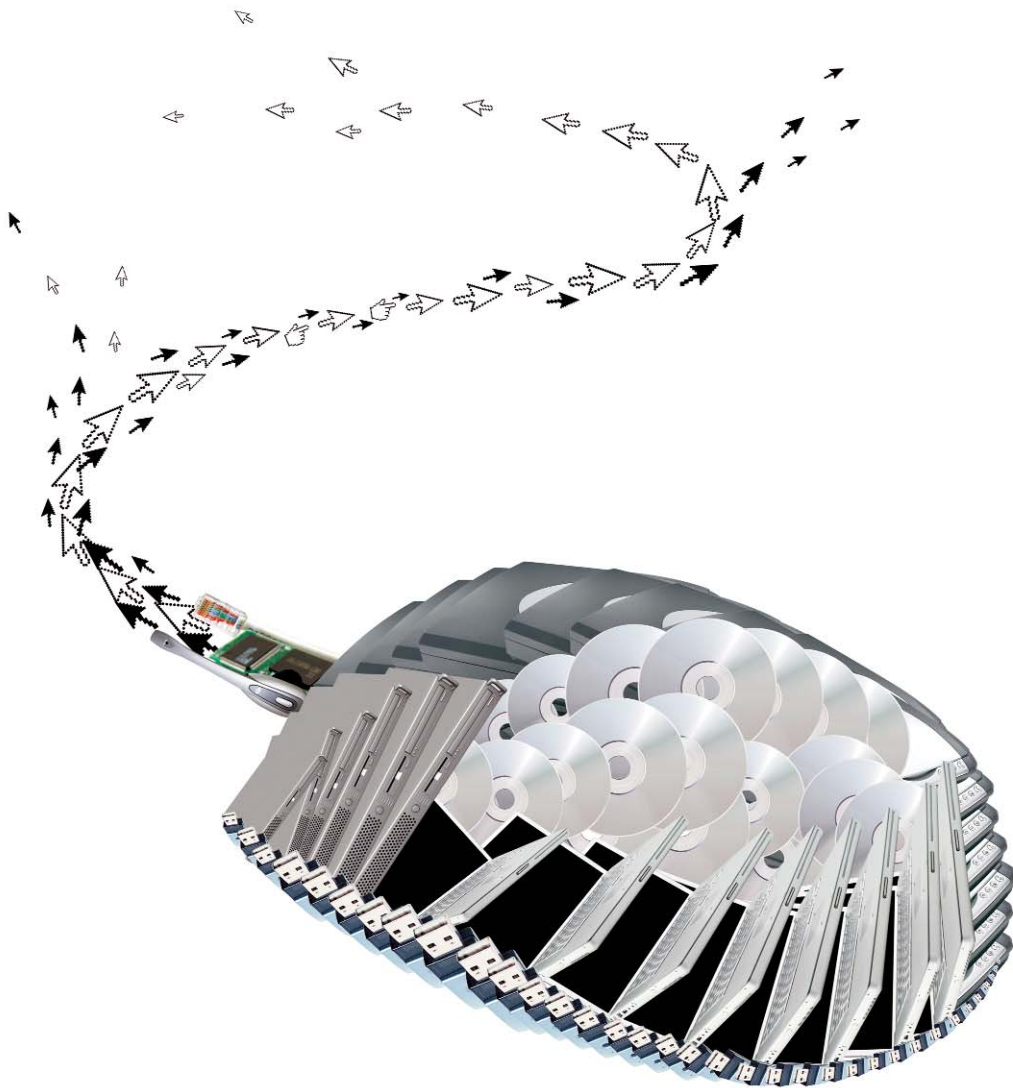


## EXAMPLE ASSIGNMENT BRIEF AND GUIDANCE NOTES

### UNIT 1: THE DIGITAL WORLD



This example assignment has been developed by AQA-City & Guilds as part of a QCDA funded project and has been reviewed by practitioners, representatives of sector and awarding organisations and QCDA.

## Controlled Assessment

### Example assignment

**Line of learning:** IT  
**Level:** 1  
**Unit:** 1: The digital world

### Serious Solutions

#### Learner Assignment Brief

Serious Solutions Ltd is a local business that trains people to use technology. They run courses for businesses in items such as:

- network management
- e-commerce systems
- web design
- office applications
- how technology can improve your business

Serious Solutions Ltd wants to promote its courses by creating a portable display that can be taken to exhibitions throughout the country. The display could be in paper or electronic form, or a combination of both, and will show visitors to the exhibition how technology has improved businesses.

Serious Solutions Ltd has asked you to help design and create the display.

#### Tasks

- 1) Use a number of software tools to produce a display for Serious Solutions Ltd that:
  - a) includes examples of how technology is changing our lives
  - b) describes how employers are using technology
  - c) looks at how technology is helping communication
  - d) identifies the key components of technology systems
  - e) explains the benefits of businesses using technology
  - f) explains why an organisation can improve the way it works by using technology.

#### Summary

Task activity	Evidence required and possible formats	Controls: time, supervision and resources
Task 1:	Evidence of <ul style="list-style-type: none"><li>• designing and creating the display</li><li>• examples of how technology is changing our lives</li><li>• visiting employers to see how they use technology</li><li>• benefits of these employers using technology</li><li>• identifying communication types used by business</li></ul>	<ul style="list-style-type: none"><li>• Direct supervision throughout</li><li>• Access to appropriate equipment and software</li></ul>

	<ul style="list-style-type: none"> <li>• identifying the key components of a technology system</li> <li>• statistical information, tables and graphs</li> <li>• using a variety of software</li> <li>• an explanation of why an organisation can use technology to improve the way it works.</li> </ul>	
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## Assessor Information

### Guidance

This unit is designed to assess the learner’s knowledge of the effects of technology.

Before undertaking the assignment learners should be familiar with the software tools and techniques that they are likely to use such as:

- using word-processing software
- creating graphs using spreadsheet software
- creating a desktop published booklet, leaflet or flyer
- taking and importing photos with a digital camera
- including images into documents
- creating a wall display made up of printed text and digital images
- using presentation software
- creating a small website which could include text, images, hyperlinks and sounds
- creating a video or animation
- e-mailing to arrange visits

Learners should be made aware that the marks for this unit are awarded mainly for the content of their display. Only a small number of marks are for using technology to create the display.

The marking grid for this unit can found at:

[http://www.diplomainfo.org.uk/documents/Marking\\_Grid\\_Level\\_1\\_Unit\\_3\\_Version\\_5.0.doc](http://www.diplomainfo.org.uk/documents/Marking_Grid_Level_1_Unit_3_Version_5.0.doc)

This unit is not so much about the technical aspects but about how businesses use technology to help them operate.

Before undertaking the assignment learners should explore how technology is changing the way individuals and organisations operate and work by visiting workplaces, inviting employers into the classroom, looking at case studies and viewing videos.

Learners should also consider how technology has a different impact upon different types or groups of individuals, such as

- employees
- customers
- shareholders
- suppliers

See page 24 of the specification for examples of what should be covered.

Learners must also select and accurately use appropriate English and mathematical techniques.

## **Making it work**

- If possible base the assignment on a real business that uses technology
- Agree with the business the exact assignment brief
- Study three or four different types of organisations – see page 24 of the specification - preferably by visiting the organisations to find out how they use technology and the benefits
- Look at some typical business applications, such as customer service, finance, product innovation, payroll, stock control, complaints handling and management information.
- Learners need to understand why digital technology is used (See page 24 of the specification). Prepare questions for the learners to ask the employer at the visits – this can be done in teams
- Allow around 10 guided learning hours plus time for research to complete the assignment. Allocate roughly 2 guided learning hours to design the display, 6 hours to create the display, one hour to identify key components of a technology system and one hour to explain why an organisation can use technology to improve the way it works

Education Business Partnerships and personal contact are two good starting points for employer engagement.

### **Scenario**

The assignment brief has been modelled on producing a display for an exhibition and is entirely fictitious. The background information is brief but gives an outline of the event. The scenario could easily be amended for a local business holding a product launch. All of the information enables the tasks to be completed in the context of an applied purpose.

### **Controls for task setting**

The level of control for task setting is limited control.

- the assessment structure within each unit must be used in order to set the assignment
- the demand expected in each assessment task is detailed in the unit specification
- the overall sector purpose in the unit must be adhered to
- the assignment brief must secure an applied and sector relevant purpose
- consortia may devise different tasks provided they meet unit requirements and add up to an applied, purposeful activity

### **Controls for task taking**

#### **Time**

This unit is 60 GLH. The assignment should take around 10 GLH.

This allocation is a recommendation and can be amended as appropriate for individual learners as long as the recommended total GLH is not significantly exceeded. Time allocated should not include time to meet with employers.

#### **Resources**

Learners will need access to a supervised classroom and IT equipment to meet the unit specification requirements including presentation software, Internet access, e-mail software/web based e-mail,

web creation software, presentation software, DTP software, digital camera/mobile phone with camera capability. Adventurous learners may even use video and sound.

Learners will need access to

- a range of information and case study material on organisations' uses of digital technology
- information sources on digital technology components and the use of digital technology, e.g. websites, catalogues, specifications or manuals, newspaper articles and magazines.

### **Supervision**

Learners work for assessment should be carried out under direct supervision when this is appropriate to the task. The control is of a medium nature - normal classroom conditions. Where direct supervision is not practicable, for example because a learner has carried out work at home while absent ill, controls need to be in place to allow the teacher/assessor to authenticate the learners' work. For example the teacher may need to interview the learner to ensure that the work is their own.

Research work for the display can take place outside controlled conditions.

### **Collaboration**

There are opportunities for learners to work in teams in their research, but learners must confirm that any work they submit for assessment is their own. It must be clear which evidence is to be credited to which learner.

The following controls in relation to task setting and task taking should be noted:

<b>Task setting</b>	<b>Task taking: supervision</b>	<b>Task taking: resources</b>	<b>Task taking: time</b>	<b>Task taking: collaboration</b>
Limited	Medium	Limited	Limited	Limited