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|  | OCR Cambridge TEC (Introductory Diploma) in IT Spec 2016  **Unit 2 – Global Information (Exam unit)**  **L02 : Understand the STYLEs, CLASSIFICATION and the MANAGEMENT of GLOBAL INFORMATION** | Student Name:­­­­ \_\_\_\_\_\_\_\_\_\_\_ **Grade Awarded by: \_\_n/a\_\_**  **Date Awarded: \_\_\_\_\_n/a\_\_\_** Grade: PASS/MERIT/DISTINCTION |

##### Unit 02 LO2 – Personalised Learning Checklist

*Note : This LO is worth 25 – 35%*

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| **Topic** | **ACTIVITIES** | | | | | | | | | | | | **Secure?** |
| **2.1**  **INFORMATION STYLES and THEIR USES** | Produce a **TABLE or MINDMAP** that IDENTIFIES the different INFORMATION STYLES. | | | | | | | | | | | |  |
| **Text** (different character sets eg. Western, Cyrillic, Arabic, etc) | | | | **Graphic** (eg. Logo, photograph, diagram) | | | **Video** (eg. Instructions on how to carry out a software update, live broadcast of a music festival) | | **Animated Graphic** (eg.pop-up book character, operation of the human heart) | | |  |
| **Audio** (eg. Spoken instructions, music track) | | | | **Numerical** (eg. Profit, date and time) | | **Braille text** (eg. Written report printed on a Braille printer) | | | **Tactile images** (eg. NASA’s Hubble Space Telescope images converted into tactile images for people who cannot explore the images by sight) | | |  |
| **Subtitles** (eg. Translated speech for a film in a foreign language) | | | | **Boolean** (eg. Yes or No answer on a Form) | | **Tables & Spreadsheets** (eg. Simple database tables & spreadsheets) | | | **Charts & Graphs** (eg. Identifying trends, making comparisons) | | |  |
| **Understand the different PURPOSES of using each Information Style** | | | | | | | | | | | |  |
| **2.2**  **INFORMATION CLASSIFICATION** | Produce a **TABLE or MINDMAP** that IDENTIFIES different Information Classification | | | | | | | | | | | |  |
| **Sensitive** | | | **Non-Sensitive** | | | **Personal** | | | **Private** | | **Public** |  |
| **Business** | | | **Confidential** | | | **Classified** | | | **Partially anonymised** | | **Completely anonymised** |  |
| **Impacts of Information Classification on different stakeholders** | | | | | | | | | | | |  |
| **2.3**  **QUALITY of INFORMATION** | Produce a **TABLE or MINDMAP** that explains Quality of Information | | | | | | | | | | | |  |
| **Characteristics (**eg. Valid, bias, reliable, comparable) | | | | | **Importance of GOOD quality information to stakeholders** (eg. Innovation, agility, improved strategic decision making and focus) | | | | **Consequences of POOR quality information on stakeholders (**eg. Misinformation, reputational damage) | | |  |
| **Understand why it is important that Information holders have access to GOOD quality information** | | | | | | **Impacts when information quality is POOR** | | | | | |  |
| **2.4**  **INFORMATION MANAGEMENT** | Produce a **TABLE or MINDMAP** that states the STEPS of INFORMATION MANAGEMENT | | | | | | | | | | | |  |
| STEP 1 | Collecting, storing & retrieving (eg. Adding a new member to a cycling club membership database) | | | | | | | | | | |  |
| STEP 2 | Manipulating & processing (eg. Producing a graph from a table of data) | | | | | | | | | | |  |
| STEP 3 | Analysing ( eg. Looking for patterns in annual rainfall in an area) | | | | | | | | | | |  |
| STEP 4 | Securing (eg. Storing patient records on an encrypted hard drive) | | | | | | | | | | |  |
| STEP 5 | Transmitting (eg. Posting a printed school report to a parent) | | | | | | | | | | |  |
| IMPACT on Individuals and Organisations (eg. See below) | | | | | | | | | | | |  |
| **Positive Impact**  Extra security | | **Positive Impacts**  Gained extra knowledge | | | **Positive Impacts**  Extra security | | | **Negative Impacts**  Costs to keep sensitive information secure, anti-virus software, extra servers | | **Negative Impact**  Need regular backups | |  |