EDEXCEL FUNCTIONAL SKILLS PILOT

ICT

Chapter 3

Find and select information

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Draft for pilot centres

Chapter 3: Find and select information

How to use the Functional ICT materials

These materials have been developed to help you learn the skills that are listed in the Functional Skills Standards for ICT, which the Qualifications and Curriculum Authority (QCA) produced in 2007.

How have these materials been structured?

The chapters follow the standards, and each chapter is divided into sections that cover the individual standards in sequence. You will find the standards at the start of each chapter, although we have adapted the language slightly to make it clear what you are expected to learn.

Just because the materials follow the standards in this way, it does not mean that your teacher will necessarily teach them in this order. They will organise your learning sessions to suit your individual needs.

Who are these materials aimed at?

These materials are for learners working at both Level 1 and Level 2. The content and activities have been written to be accessible to learners at both levels. Your teacher will know which activities are most suitable for you.

In functional skills, the difference between levels is more to do with what you produce than with the activities you are asked to do. The differences are measured by the **complexity** of the activities, your **familiarity** with the context you are working in and the task you've been asked to perform, how **technically demanding** the task is and how good you are at working **independently**. The materials, and their activities, have been developed with this in mind.

We hope that the materials will engage you in the learning process, and give you the opportunity to discuss what you have learned and to see how other learners approach the same tasks.

What will you find in each chapter?

The chapters follow the standards and are divided into sections that cover what is laid out in the standards. Within each section you are asked to 'Learn the skill', which gives you information and facts for discussion and exploration; and you are asked to 'Develop the skill', with activities that let you practise the skills, test your understanding and take your knowledge further.

You will also find two other features on the pages that are designed to increase your understanding. These are electronic resources in the form of 'skills demonstrations' and 'assets'.

Skills demonstrations are screen-based demonstrations of points made in the text, which you can click on for instruction or information.

Assets are files of information provided or stored digitally, which may include photographs, sound clips, databases, spreadsheets, etc. These may also include material you will need to perform the activities (e.g. tables to complete).

We hope you find it easy to learn from these materials and that you enjoy using them.

3 Find and select information

By the end of this chapter you should be able to select and use a variety of sources of information.

You will learn to:

▷▷ select appropriate sources of ICT-based and other forms of information

▷▷ capture images and sound using ICT

▷▷ recognise and understand that some of the information you want to use is limited by copyright

A Secondary sources of information

Learn the skill

When doing research, you will sometimes use information you have produced yourself. This type of information is called a *primary source* and could include interviews, photographs or surveys you have created. Sometimes you will use information that someone else has produced. This type of information is called a *secondary source* and also comes in different forms.

Paper-based sources

These include:

- newspapers and magazines
- maps and drawings
- directories, such as Yellow Pages
- books
- printed images

Internet sources

The internet is not like a library where staff can control what is available. Anyone can publish just about anything on the internet. This means that a lot of the information is unreliable. You can also end up with more information than you need.

Don't assume that the internet is always better than using paper-based sources. There are advantages and disadvantages to each. Often it is best to use both, compare the results and then select the best information. Sometimes different sources will tell you different things. For example, you might find two different telephone numbers for the same business. You will need to investigate further to find out which is right.

Broadcast media

Radio and television programmes are useful secondary sources, especially if you need the latest information on current events. Next time you watch the news on TV, look at how moving images, photos and diagrams are combined with sound. This can give television more impact than printed media. Teletext and BBC interactive services also provide a wide range of information. This is useful for people who do not have access to the internet. Unlike the internet, most of the content on broadcast media is independently checked.

> **WARNING!**
> If you use someone else's information, you must acknowledge the source in your own publication.
> You may need to ask permission to use it.

⏩ *Develop the skill*

A1 Open the file which contains this table.

Complete the table to show some advantages and disadvantages of each source of information.

Source	Advantages	Disadvantages
magazines	1 2	1 2
photograph	1 2	1 2

A2 When planning a project, drawing up a table can help you plan where to look for information, keep a record of your sources and any permissions you need. Make a table like this one about something that interests you.

What I need information about ...	*Primary source*	*Secondary source*	**Notes on permission**
	What do I need to create?	**Where shall I look?**	
	(take photos, interview, survey, etc?)	(web address, magazines, books, etc)	

B Capturing and using information

Learn the skill

There are a number of ways of capturing images and sounds; some are primary sources and some are secondary. You can:

- scan in an image from a paper-based resource, such as an article, a photograph or a handmade drawing
- use a digital camera or camcorder to record still or video images and transfer these to your computer
- use the camera on your mobile phone to record images and download these to your computer
- use a microphone or webcam to record interviews or sound clips
- As with text, you must not use other people's images without acknowledgement. And you should not edit them in any way without permission.

Develop the skill

B1 Use a digital camera to record an image of yourself that shows your personality. Transfer the photo to a computer.

B2 Use a video camera to film one minute in your life.

B3 Use a microphone to capture a sound or voice for someone else to identify.

Tip

Some mp3 players can be used to record sounds.

C Understanding copyright

Learn the skill

Can I use it?

Just because you have found something to use, it does not mean you can copy or change it for your own work.

Much of the information you find will be copyright. You must check that you are not breaking the law when you use copyright sources. First, you need to acknowledge where the information comes from.

Remember

Copyright legally protects the owner from having their work used without permission. It protects information such as books, photographs, music, sound recordings, video and broadcasts.

Avoiding plagiarism

Plagiarism is when you present someone else's information or ideas as if they were your own.
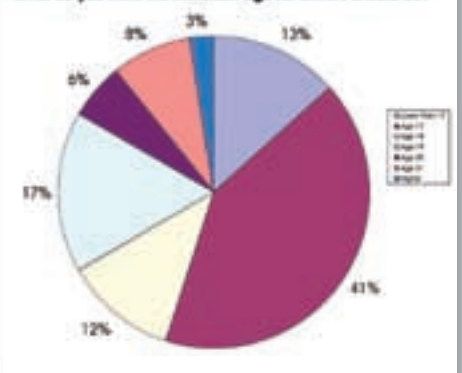
The Data Protection Act

The Data Protection Act protects people's personal information. It covers any data, held on a computer or in a filing system, which can be used to identify a living person – for example, names, birthday dates, telephone numbers, addresses, email addresses, etc.

Tip

If you use your own words to summarise information from a source, you must still acknowledge the source.

Tip

Always make sure you have permission before you use someone's details.

C1 What information do you need to record about each source? Look at the example in the table below. Choose an article from a magazine or an item from a website and fill in the table.

Title or description	Author	Date of publication	URL/Publisher	Copyright (is permission needed?)
Kaiser Chiefs: Manchester concert review	Tom Pinnock	2008 ✔	nme.com IPC Media	Yes, from the publishers

C2 When recording websites, make sure that the addresses (URLs) you give are correct.

Look at these sets of URLs. Which is the *correct* address in each set?

(i) Which is a BBC sport website?
 a www.bbc.co uk/sport/
 b www.bbc.co.uk/sport/
 c ww.bbc.co.uk/sport/

(ii) Which is Edexcel's website?
 a www.edexcel.org.uk/quals/
 b www.edexsel.org.uk/quals/
 c www.edexcel.orrg.uk/quals/

(iii) Which is a BBC bitesize website?
 a www.bbc.co.uk/schools/gscebitesize/dida/
 b www.bbc.co.uk/schools/gcsebitesize/dida/
 c www bbc.co.uk/schools/gcsebitesize/dida/

Tip

It is best to copy the URL directly from the address window in the browser and paste it into your record sheet of sources.