



Accredited

# OCR LEVEL 2 CAMBRIDGE TECHNICAL CERTIFICATE/DIPLOMA IN IT

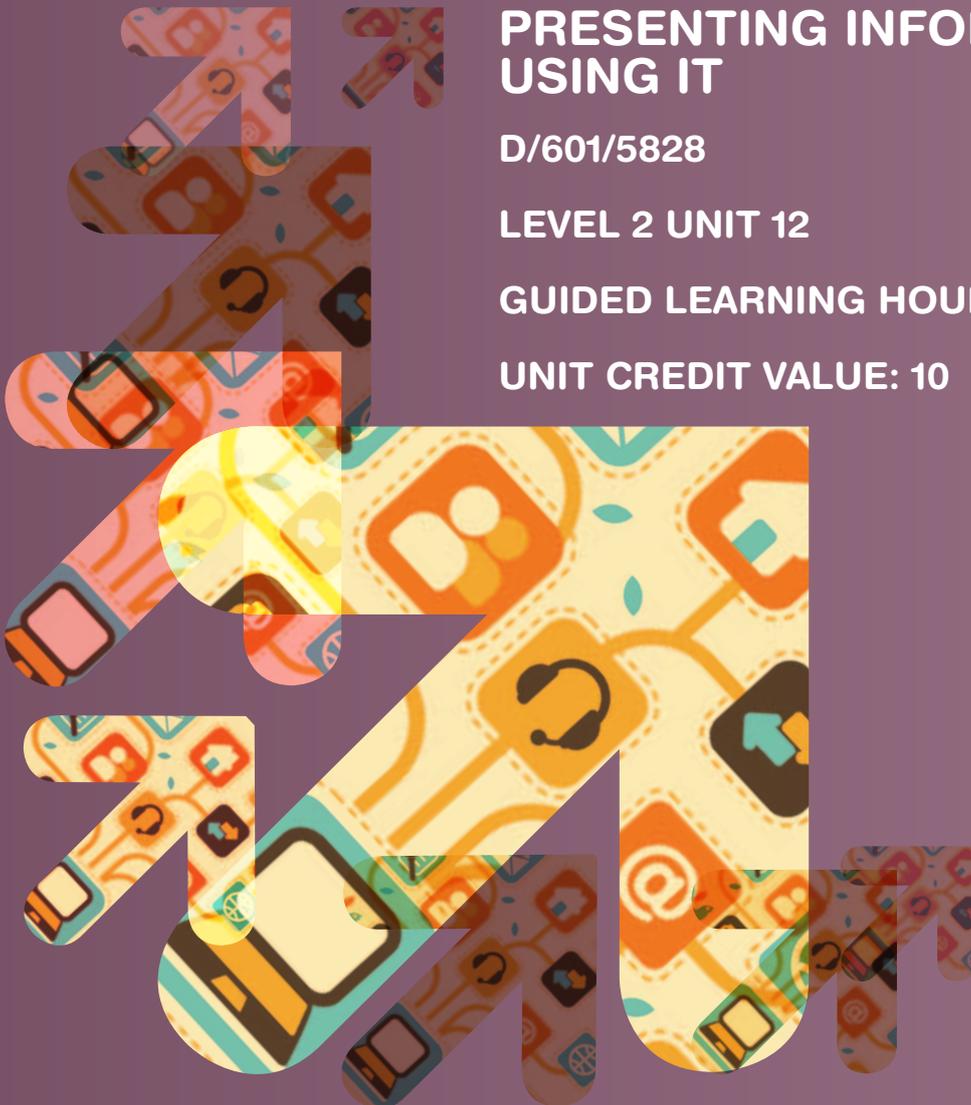
## PRESENTING INFORMATION USING IT

D/601/5828

LEVEL 2 UNIT 12

GUIDED LEARNING HOURS: 60

UNIT CREDIT VALUE: 10



# PRESENTING INFORMATION USING IT

D/601/5828

LEVEL 2

## AIM OF THE UNIT

Using IT is an essential skill in most work environments, and it is essential that when working in the IT sector that learners are able to understand and use the software tools effectively to present a range of information. Learners should develop the ability to correctly choose the most appropriate applications for presenting a range of data to a range of customers and should be able to transfer these skills to other units and other situations where they need to present and communicate information to others.

This unit allows learners to understand what software is available to produce different documents and what different documents are used for. They will be able to produce appropriate documents for differing audiences and be able to review them. This unit will allow learners to understand how documents are used in business and how these documents change depending on the audience they are aimed at.

## ASSESSMENT AND GRADING CRITERIA

<b>Learning Outcome (LO)</b>  The learner will:	<b>Pass</b> The assessment criteria are the pass requirements for this unit.  The learner can:	<b>Merit</b> To achieve a merit the evidence must show that, in addition to the pass criteria, the learner is able to:	<b>Distinction</b> To achieve a distinction the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
1 Understand the purpose of different document types	P1 explain the purpose of different document types	M1 identify the advantages and disadvantages of document types	D1 review how different types of documents meet target audience needs
2 Know appropriate software to present and communicate information	P2 describe the features of applications which make them suitable for presenting and communicating information	M2 review existing documents identifying application features that have been used for presenting and communicating information	D2 compare popular applications used to present and communicate information
3 Be able to produce appropriate documents for different audiences	P3 produce documents that meet the needs of defined audiences		
4 Be able to review documents	P4 use tools and techniques to enhance the presentation of information	M3 identify further tools and techniques that could be used to further enhance the presentation of information	D3 evaluate how tools and techniques used have enhanced the presentation of information
	P5 carry out a document review		

## TEACHING CONTENT

The unit content describes what has to be taught to ensure that learners are able to access the highest grade.

Anything which follows an i.e. details what must be taught as part of that area of content.

Anything which follows an e.g. is illustrative, it should be noted that where e.g. is used, learners must know and be able to apply relevant examples to their work though these do not need to be the same ones specified in the unit content.

### LO1 Understand the purpose of different document types

- document purpose (e.g. to promote/advertise, inform, record)
- document types (e.g. memo, email, letter, order form, invoice, agenda and minutes, report and newsletter)
- type for purpose (e.g. leaflets, flyers, posters, webpages for promoting)
- use of graphics in terms of illustrations, charts, and flow charts
- use informal documents (e.g. email, texting versus formal documents like reports and agendas)
- audience e.g. internal staff, external customers, general public
- content e.g. font size and style, readability, text to image ratio, use of graphs and tables.

### LO2 Know appropriate software to present and communicate information

#### Applications

- document preparation software (e.g. text based editors, graphics based editors (both within a package and standalone editors), presentation and desk top publishing packages)
- other software (e.g. email, SMS and multimedia authoring)
- information types (e.g. text, numbers, images, charts, tables and graphics)
- output options (e.g. reports, leaflets, handouts, speaker notes, wizards, templates short cuts and mail merging, accessibility options i.e. voice output and voice recognition).

### LO3 Be able to produce appropriate documents for different audiences

#### Planning considerations

- audience profile (e.g. age, gender, sector)

- documents types appropriate to the audience e.g. presentation for direct delivery to large group, SMS to friend/social contact, leaflet to customer
- formal and informal styles (e.g. content, layout and presentation).

### LO4 Be able to review documents

#### Tools and techniques

- presentation tools and techniques:
- text features (e.g. type of font, font size, colour)
- layout features (e.g. tables, headers and footers, headings, indexes, bullets)
- formatting and editing techniques (e.g. shapes and images, draw, resize, align, flip, rotate, copy and paste, crop, order and align)
- using templates (e.g. leaflets, reports, presentation formats)
- text proofing (e.g. spellcheck, proof reading and readability statistics)
- advanced formatting techniques.

#### Review criteria

- design choices (e.g. format, medium, layout, delivery method)
- content
- accuracy
- software used
- techniques used
- audience requirements
- quality.

## DELIVERY GUIDANCE

### **Understand the purpose of different document types and Know appropriate software to present and communicate information**

Learners should be taught about the different types of documents and understand how and why they are used and how they meet the needs of identified target audiences. They should be encouraged to bring documents in from home – these may be letters, invoices, delivery notes, leaflets and newspapers. They should then be encouraged to discuss these documents for their purpose, content and effectiveness.

They should also compare different newspapers tabloid and broadsheet and discussing the similarities and differences between the two (they may look at these over different days to see the similarities in terms of house style) and compare text to image ratios, fonts used and font sizes, page layout and why they think these are appropriate or not.

Tutors should ensure that learners are aware of all the criteria that can be used to style a document and using their discussions as a basis, learners should start to explore and discuss the layout techniques and tools within the software and discuss how and where these have been used to enhance a presentation or document. They should compare how different features of the different software make them suitable for presenting and communicating information in different ways. They should then be given hands-on practice with these packages e.g. how DTP software differs from word processing software and identify through discussion which document types best suit the identified software.

### **Be able to produce appropriate documents for different audiences**

Learners will be taught how to produce documents to a high standard and how to use the proofing tools and techniques within the software. They should be encouraged to proof read their own work and check the work of others to ensure the accurate content. These documents will be varied in type in order to gain an understanding of the correct use of the different software for the production of each. The content the learners produce should include a range of formal and informal content so that there is an understanding of the different approaches and requirements. Learners should understand the importance of proofing all work to ensure the highest quality regardless of the approach. Tutors should encourage learners to discuss their choices and to check

each others work for content and accuracy to enable them to produce good quality documents. Learners should know how to identify the purpose for a document, considering the audience when selecting the most appropriate approach and could practice this through group work and research.

### **Be able to review documents**

Learners should discuss documents already created by the group and the potential improvements, enhancements or changes that would benefit the document. These could be identified through discussion and analysis of other documents they have reviewed and include bullets, alignment, super and sub script, drop caps, line spacing, image rotation. They can then make recommendations to others for these improvements and use the tools and techniques available to them within the range of software applications they have used, to make the changes to their own documents.

Learners should be shown how to combine information from other programmes e.g. graphs from a spreadsheet, graphics that have been manipulated in a different package. Learners should also be shown the different options for combining information, practice these within documents to appreciate the options and discuss the difference and benefits so that they understand when and where these techniques can be used rather than just using them inappropriately. This could be done as a group discussion or review.

Learners should be encouraged to compare their own final documents with those produced by others and they could also be compared with professional documents that have been produced and discussed within group discussions. They should be able to justify their decisions with others – this could be in the form of a group discussion or the finished product could be projected onto a whiteboard for peer review and evaluation in order that others can hone their reviewing skills. Learners should consider all aspects of the requirements to include purpose and target audience.

## SUGGESTED ASSESSMENT SCENARIOS AND TASK PLUS GUIDANCE ON ASSESSING THE SUGGESTED TASKS

### Assessment Criteria P1, M1, D1

The evidence could take the form of a report or presentation which explains the purpose of a range of different document types. Learners must give examples of where the document types would be most appropriately used.

*For merit criterion M1 which could be an extension of the work in P1, this must include the advantages and disadvantages of document types for the identified purpose (this could be within a table format).*

*For distinction criterion D1 learners must clearly review how documents (ideally those already identified) meet the needs of the audience they are designed for. They must include details of the purpose, content and audience type.*

### Assessment Criteria P2, M2 and D2

The evidence for this could take the form of a report with screen captures of the features of applications describing how they are suitable for presenting and communicating information and the information types and purpose. Learners must identify a range of application types and why they are appropriate for different communication documents.

*For merit criterion M2 - learners must review a range of existing documents and identify the application features used for presenting and communicating information. Evidence should be annotated copies of the documents reviewed.*

*For distinction criterion D2 learners must include a comparison of popular applications used to present and communicate information, this could be evidenced in a report using screen shots of the application or a table comparing them across a range of criteria but must include at least three different applications for each document format and features within those applications.*

### Assessment Criteria P3, P4, M3, D3

The evidence must take the form of the actual documents produced for identified audiences and purposes and may be combined with the evidence for P4 where learners must identify the features they have used to create the documents and explain why. The learners could use a comparison of documents such as a before enhancements and after enhancements to evidence the techniques and tools used.

Learners must submit the documents produced but could evidence the tools used within a report or annotated document and screen captures may assist this.

*For merit criterion M3 learners must identify a range of tools and techniques that they could use to further enhance their documents and explain why these are appropriate to improve the presentation document above the tools and techniques already used. This could be in the form of a report, form or annotated version of the product.*

*For distinction criterion D3 – learners must review the documents they produced in P3 and evaluate how the tools and techniques they have used enhanced the presentation. The evidence could be a report with annotated copies of the documents*

### Assessment Criterion P5

P5 – Using the documents produced for P3, learners should review the documents against the document specification, following the review criteria within the teaching content. Evidence could be a report or a presentation supported by copies of the documents produced.

## MAPPING WITHIN THE QUALIFICATION TO THE OTHER UNITS

**Unit 1** Communicating in the IT Industry

### LINKS TO NOS

**MM** Multimedia Software

**PS** Presentation Software

**DTP** Desktop Publishing Software

**WP** Word Processing Software



## **CONTACT US**

Staff at the OCR Customer Contact Centre are available to take your call between 8am and 5.30pm, Monday to Friday.

We're always delighted to answer questions and give advice.

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